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ABSTRACT

This publication is a resource for people who are involved in Australia's Framing the Future work-based learning project teams. It is a compendium that outlines project processes and provides useful hints and lessons learned by others through their experience. Six parts address the six steps in a project. Part 1, on the proposal, covers possible activities; project foci; and methods and outcomes. Part 2, on the process, addresses managing the project and understanding learning concepts. Part 3, on facilitation, focuses on facilitator roles and responsibilities, motivation, and dealing with people with different knowledge levels. Part 4, on reflection, discusses using pre-readings; suggested group ground rules, from product- to process-focused; project activities; informal reflection; using a journal; regular opportunities to reflect on progress; and the emotional dimension of change. Part 5, on evaluation, covers components of evaluation; data collection methods; evaluation questions; taking responsibility; example final summary reports; structure of the evaluation report; report-writing suggestions; examples of structure; the cover; graphs; presenting qualitative data; and page layout. Part 6, on achievements, looks at new skills and knowledge; skill and knowledge gaps identified; materials and techniques; seminars and presentations; better networks; and organizational and industry impacts. Sample project descriptions are appended. (YLB)

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Speaking from Experience

ED 441 983

A Practical Guide to Workbased Learning

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Framing the Future

CE 080 271

Framing the Future

FRAMING THE FUTURE PROJECTS

Speaking from Experience

This publication is a resource for people who are involved in workbased learning project teams. It is a compendium, which outlines project processes and provides useful hints and lessons learnt by others through their experience. It should not be read from cover to cover, just use the information that is relevant to you at a particular point in your project.

It uses information from final reports of Framing the Future projects conducted in 1997 and 1998, and would not have been possible without the contribution of hundreds of project participants.

Further information about Framing the Future and workbased learning projects is available from the website www.tafe.sa.edu.au/institutes/para/ftf

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Framing the Future Projects – Speaking from Experience

Editor: Laurie Field

The contribution of hundreds of Framing the Future project team members is acknowledged in the compilation of this workbook.

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Further information:
Australian National Training Authority
Level 5, 321 Exhibition Street
GPO Box 5347BB
Melbourne Vic 3001

Telephone: 03 9630 9800
Facsimile: 02 9630 9888
ANTA website: www.anta.gov.au

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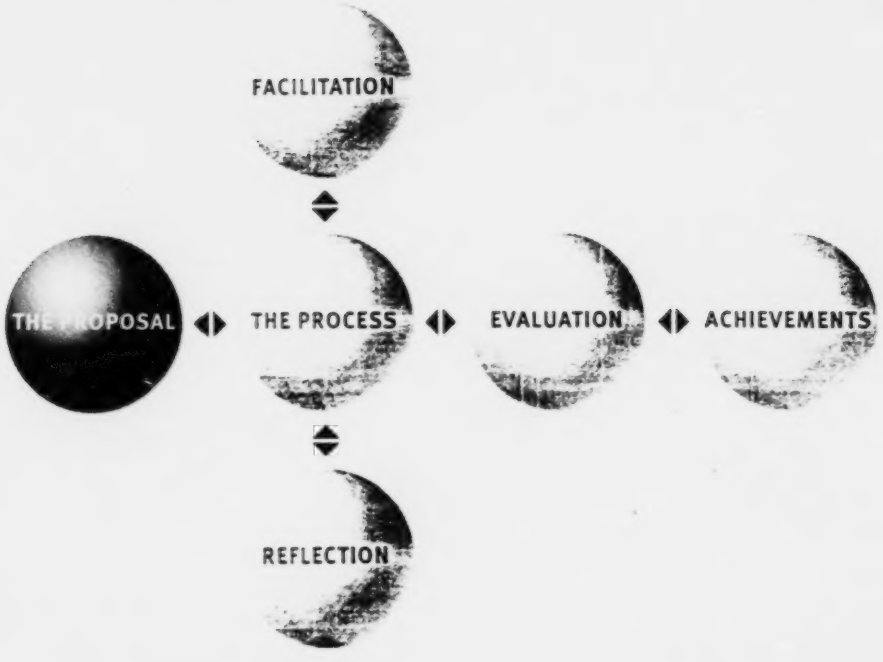
The Proposal



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Possible activities

There was enormous variety in the projects conducted by Framing the Future, and the implementation strategies were combined in a number of ways. Here are some examples of what people have done so far:

- Breakfast seminar series of VET practitioners with expert speakers
- Industry / VET informal networking events
- Information seminars and workshops for industry representatives
- One-on-one consultation with industry representatives
- Presentations to VET staff from industry
- Videoconferencing
- Professional Development Publications & Kits

1.2 Project foci

Plans for Framing the Future projects focused on a variety of aspects of the National Training Framework, including:

Project Focus	*Example*	*Source*
Adaptation of national competency material to industry- or enterprise-specific needs	'Outputs: • Link and map existing curriculum with new hospitality competency standards • Link existing courses to new qualifications determined by the hospitality training package • Contextualise hospitality qualifications ... to meet the needs of their local industry'	Tourism Training NSW
Establishment of industry networks and seminars aimed at promoting awareness of ANTA and the NTF	'Participants will gain knowledge about the NTF components and their application at local levels, formally participate in networks with other practitioners for the purposes of mentoring and development, ... and have access and participation in readily available information and forums.'	Centre for Advancement of Innovative Learning
Development of training programs and associated materials	'Develop a guide to implementing flexible delivery as a tool for staff development'	Kangan Batman TAFE
Selection or development of software to capture competency data	'Develop a recording data base system to enable the company to maintain quality assurance of its recognition and assessment system'	Cadbury Schweppes
Awareness raising relating to national training developments	'Introduce the concept of Training Package to a cross-section of technicians in different branches'	Chubb
Planning for the introduction and promotion of training packages	'Develop procedures & strategies to facilitate the uptake of Training Packages and Traineeships'	NSW Transport & Distribution ITAB

For other examples of how to express project foci, see Appendix 1.

13 Consultation to support planning

As part of the process of developing a formal plan for a Framing the Future project, it is useful to consult widely. Here are the consultative steps that one project group worked through:

- Initial contact with all RTOs that provide any of the VET IT courses in Tasmania
- Visit above RTOs, to determine interest in the project
- Consult with industry members, to invite input into the project
- Hold meeting to finalise draft action plan
- Hold regular learning set meetings over 3 month period with industry members and representatives of RTOs.

14 Using the standard planning proforma

Most groups used the Action Plan proforma supplied by Framing the Future (you can download this from the Framing the Future website).
Some groups modified the Action Plan to suit their specific needs. For example:

> 'We found the Action Plan proforma difficult to work with. We adopted our own format, which we felt better expressed our objectives, methodology and outcomes.'

> 'Think of what you get from Framing the Future as flexible tools, and use them to help your project group achieve its objectives.'

15 Avoiding duplication

Has your group looked around, to see what other programs are being offered in parallel with yours? One group found that:

> '...there was a parallel series of seminars being run by the [State] Office of Training and Adult Education...Care was taken to separate the dates of the two series, to maximise attendance at both. The invited guest speakers were coordinated so that there would not be overlap in the content of their sessions'

1.6 Project planning as 'staff development'

A lot of participants commented on the role played by Framing the Future staff, who were described in terms such as 'helpful', 'supportive' and 'very open'. The developmental approach taken by the Project Team also attracted positive comment:

> 'It was very useful to be able to send in my project proposal and receive feedback on it. Following discussion with the Framing the Future staff, I chose not to put in a full submission, because the proposal was not specific enough.'

1.7 Varied methods and outcomes

The following example illustrates the variety of methods and outcomes associated with many Framing the Future projects:

WHAT?	WHO?	HOW?
General Information about Training Packages	All Staff Students	Development of products: Student Information Brochure Student Record Book Distribution of ANTA brochure re Training Packages
General discussions and answers to questions raised	College Industry Focus Groups	Staff Room Discussions with set members Industry Focus Group Meetings
Professional Development regarding Training Packages	All College Academic Staff	Follow up project by developing professional development activities in 1999
Professional Development re National Training Framework	50 College Academic Staff	VET Update Seminar
Professional Development	All Horticulture Staff	Professional Development by Horticulture Team representative

1.8 Emergent plans

Initial plans for the Framing the Future project are important, but you are not expected to stick rigidly to these plans if a change will result in more effective work or more appropriate outcomes. To start off with, a group may be looking at an issue from a very general point of view. By the end, it may be more specific, and those ground rules may not always be appropriate.

In the following comments, a Project Group explains just such a shift:

> 'While the initial intent of the project had been to collate teaching strategies to assist in current course deliveries, the focus of the activities within the learning sets led to a revision of project objectives, resulting in a more comprehensive review of course structures and delivery arrangements.'

1.9 Changing information needs

As several groups observed, the types of information sought by industry and people in the VET sector can change during the course of a project:

> 'Since the launch of the package, the type of information sought by industry changed. This can be attributed to industry becoming more familiar with the notion of Training Packages. Industry now seeks information on how to go about implementing the package. In brief, industry wants to know how to:
>
> - establish strategic partnerships
> - build qualifications
> - deliver training and assessment
> - access government funds
> - become a Registered Training Organisation.'

1.10 For more information...

There is an appendix at the end of this publication which illustrates various approaches to preparing a project application.

In addition, the Framing the Future publications provide a range of examples of the types of projects that have been undertaken in the past. You can order them, free of charge, from the Framing the Future website.

Ideas to Action
Ideas in Action explores ideas and options to assist in bringing about change

People, Places and Projects
People, Places and Projects provides a real perspective on six Framing the Future projects. It provides a snapshot of the types of projects being conducted in workplaces around Australia.

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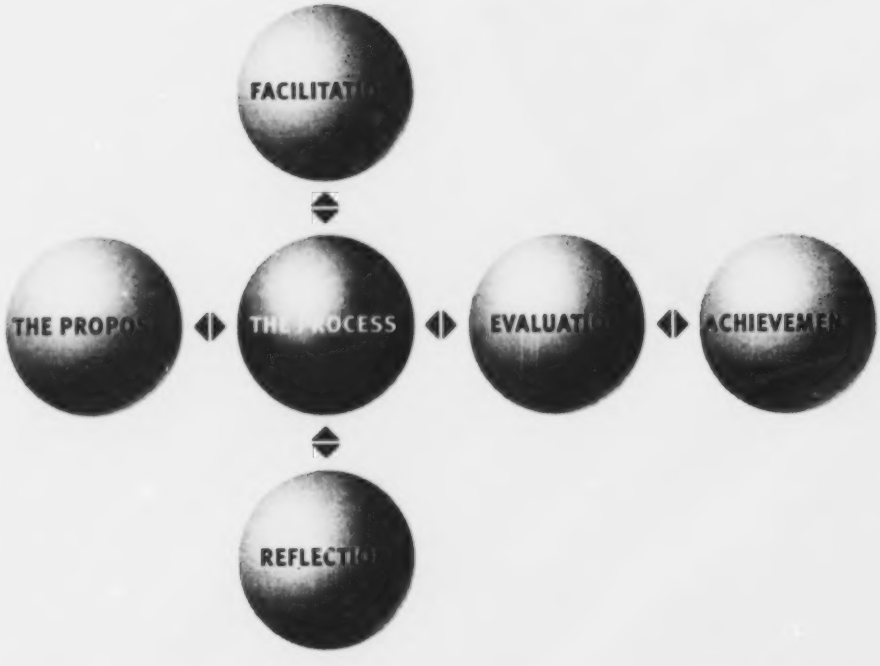
PART 2

The Process



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Managing the project

Setting up the project team

'The first thing that a group should do is to establish some sort of common rules or goals, and how they are going to process their actions as they are going along. I've found that very useful in projects. Once they all agree, they write those down. Then you spend a few minutes at the start of each meeting, to see if they are still applicable to the process they're following.'

'When the Framing the Future project started, we were a very cohesive group already. We are not doing something different or new with our project, we are actually just working on our normal work in a way. So we haven't found any need for formal group rules.'

Using group contracts

A contract is a formal document that sets out expectations, and is agreed to by project sponsors and participants. For example, a project plan is part of the contract with Framing the Future. Contracts can also be used to establish the responsibilities and levels of commitment of group members:

GROUP NORMS

We agree to:

- Make attendance at set meetings a priority (unless we are sick or there is an emergency)
- Contact _____ if we cannot attend a meeting
  Insert Relevant Name
- Arrange in our absence, for our contribution to be reported by another member
- Make every effort to complete actions required of me between meetings
- Turn off my mobile phone during group meetings
- Actively listen to what other members say
- Maintain confidentiality within the group
- Reflect on our own learning in debriefing sessions
- Take responsibility for the project outcome and our own learning
- Share the talking time equally
- Communicate in plain English

SIGNED: _____ DATE: _____

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Keys to project success

It was felt that the success of our project was largely due to the high level of commitment and cooperation between set members, who came from diverse areas within the college. Other factors which contributed to the success of the project included:

- The level of set members within the organisations: all participants were experienced in the system as front line managers, and most would be directly responsible for the implementation of Training Packages in their sections
- The team set a realistic agenda at the beginning of the project. The time spent on goal setting and getting clear on what was attainable within the project time frame was very worthwhile
- The introduction of action learning methodology at the beginning of the project by an external facilitator
- Having a 2 hour focused time frame, which set members were committed to
- The sharing of problems between sections, which provided support for all members
- A supportive and focused learning environment provided by the facilitator
- The 'live' experience of the Horticulture section having to implement Training Packages in February 1999 provided a catalyst for urgent clarification and resolution of implementation issues.

Factors which directly impacted on our project

- The need for management support at all levels to ensure continuation of staff participation, given the impact on staff teaching commitments
- The need for participants to commit to the project
- Participating staff even in the same programs or industry areas were often geographically separated over two campuses. Not all staff thus affected had access to e-mail facilities
- Timetable clashes, which were further complicated by the geographical distances between campuses.

The importance of context

The organisational context of a Framing the Future project may have a big impact on what happens. Sometimes, as in the following case, the impact can be mixed. Uncertainty in the environment detracted from the project's focus, but at the same time, project work assisted team building and integration:

> Between the time of the original submission for this project, and the actual commencement of it, Swinburne University of Technology was involved in a merger with the Eastern Institute of TAFE. This made the management of the project particularly difficult, both from the point of view of the participants, and of the Manager and Convenor.
>
> The ramifications of the merger for this project were that positions were being spilled, departments were being restructured, reporting lines were not always clear. Many staff across the institute were uncertain as to what area they would be working in 1999. As a result, the project has not been as outwardly focused as was the original intention.
>
> On the positive side however, the project proved an effective way of bringing together staff, not only from the former Swinburne, but also from the former Eastern Institute of TAFE. Working together on common goals assisted in the development of team building in the merged Institute.

Space matters!

Take some care with the space that your project group works in. It is obvious that things like freedom from noise and interruptions, and the ability to be comfortably seated, are all important. However, other, less obvious things about a work space may also impact on your ability to work productively:

- Participants from one learning set felt their meeting room was dull and uninspiring. Next time facilitators would be encouraged to rotate meetings around departments and campuses.

Time requirements

> 'Our project would have been more effective if there was a greater timespan to allow a suitable trial of WBL principles. This is really necessary to properly measure the effect of the group's effort. This longer timespan could consist of two phases, with the second phase being the workplace trial after all of this work is completed and documented.'

Challenges for VET teachers

> 'To many teachers, the National Training Agenda is a very threatening experience, particularly for trade teachers. Some teachers I deal with have had a lot of experience of workplace assessment. Others have had absolutely none. If you are saying to people that part of this agenda is that you need to be more flexible, you need to provide training in the workplace, all these sorts of things, they are very threatening to teachers. It's very challenging.'

Keeping people motivated

One of the things that happens in workbased learning projects is that people can lose motivation as the project goes on. It becomes more difficult to get people to attend planning meetings, and the energy levels fall.

Think about how to keep up enthusiasm and motivation from the start of the project.
In the example below, the facilitator worked hard to ensure that the project activities catered to a cross-section of people and enterprises.

'At the early stages of planning, two possible barriers to success were identified—enthusiasm and motivation. To counteract these perceived problems, the following actions were taken by the joint facilitators:

- an analysis of each participant's business and VET interests, linked with the perceived needs of the company/organisation/industry sector represented by each individual project participant
- a set of general project topics, based on Key Performance Indicator (KPI) principles, were designed to cater for all participants in both broad ranging and direct outcome applications
- a minimum of three project options were designed for each individual participant, related specifically to their enterprise and sector needs.'

The mechanics of keeping meeting records

'We have been taping our meetings, and then we get one of the admin people from TAFE to do a transcript of the tape. This is used to produce a set of minutes from these meetings. Then, of course, those minutes are passed around at the next meeting.'

The evolution of groups from project to project

'Groups mature over time. What our last project has allowed people to do is form some dynamics, to deal with project activities rather than normal workplace activities. In a second project, group members can virtually pick up where they left off.'

2.2 Understanding learning concepts

Sorting out the meaning of 'action learning'

Different terminology has been used to describe the learning processes which occur during Framing the Future projects—for example, 'action learning', 'action research', 'workbased learning', 'learning sets', 'critical questioning'. With the help of people from the Framing the Future office and various other information sources, project groups had to sort out for themselves what they were doing, and what these terms mean.

Question: 'What is "action learning"'?

Answer:

'Plan, experience, review and conclude. That stuff.'

Answer:

'It has to be experienced based, and on a real project—that is, it has to involve real work.'

Answer:

'There has to be some sort of problem, because it's problem based learning we are talking about.'

Answer:

'It involves planning, action, real problems, critical questioning, and reflection.'

Answer:

'In an action learning process, you have a "set" (that is, a group) of people that come together, and that is called a "learning set".'

Answer:

'At one end of the continuum, you have a purist model, that throws everything back onto the learning set. You are expected to do everything. At the other end of the continuum, you have a more pragmatic model. If you are a senior manager, with great authority to make sweeping change, then you can adopt a purist model. But at the lower levels in organisations, you have got to be a lot more pragmatic!'

Answer:

'In an action learning cycle, there is no learning without reflection.'

What is the difference between 'workbased learning' and 'action learning'?

'My concept of workbased learning is that no plan is involved. It just happens; no-one has really put much thought into it. Whereas action learning involves a structured, facilitated process.'

'To me, workbased learning is primarily about getting concrete experience, but may be without reflecting on it & changing your mental model. Whereas, in action learning, you actually go through a process of analysis after you have had your concrete experience.'

' I think the critical factors of action learning are planning and action taking, & both of those issues devolve ownership of the learning. So action learning is participant-centred, rather than teacher-centred.'

'For me, the critical points of action learning are planning, taking action, having a focus on a problem, critical questioning and reflection. Whereas, a lot of workbased learning, at least in the past, has involved giving people practical experience & hoping that they are going to be able to relate that to the theory that they may have learnt in a course.'

'Action learning is the higher end of the experiential learning cycle, because it is self directing, it is confrontationist in as much as it is critical in its questioning, it has an unknown destination, and it is problem based.'

The essence of action learning

'After hearing from other people and where they are up to, I realise that everybody round Australia is grappling with similar problems to what I am grappling with. That is, how do you apply a 'critical thinking' type of approach to learning? Basically, you need to help people think and develop and solve their own solutions. That seems to be the whole process of action learning.'

What are the roles and responsibilities of an action learning set member?

Set members will need to use combinations of the following skills, behaviours and attitudes to effectively support and challenge each other to achieve successful project outcomes and individual learning outcomes:

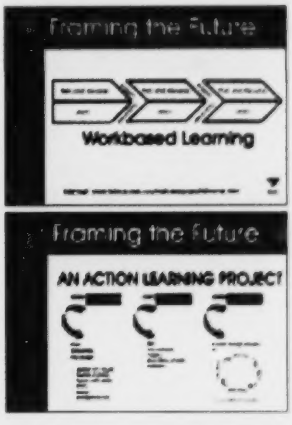
personal responsibility	*shared responsibility for the group*
• abide by ground rules	• develop a project plan
• convey empathy	• take responsibility for issues/problems
• take appropriate action between meetings	• share ideas
• ask constructive/strategic questions	• show support
• reflect	• value diversity within the group
• demonstrate commitment to own learning via individual learning plan	• contribute to final report
• do not judge or offer your solutions	• provide motivation
• leave rank at the door	• practice open reflective conversation and collaborative inquiry

For more information...

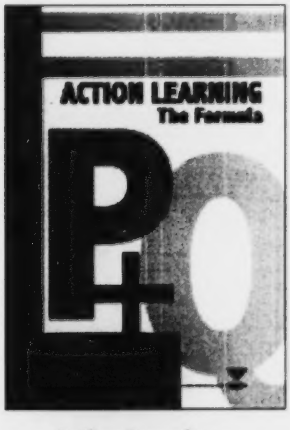
Framing the Future publishes several guides to the theory and practice of workbased learning:

Participating in Workbased Learning
The basic concepts of workbased learning are described from a participants point of view.
Online Version.

Workbased Learning – A Ready Reference
A collation of introductory information taken from the previously published ANTA Workbased Learning in Progress series. Online Version.



Workbased Learning Flyer
A double sided A4 flyer illustrating aspects of workbased learning.
(both sides depicted above)



Action Learning – The Formula
Describes the Action Learning formula (L=P+Q), along with the dual cycles of Action Learning

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2.3 Getting senior management involvement and support

Managing upwards

'I think the big sleeper in action learning project work is the management of sponsors. The sponsors for project groups are senior management people. You've got to manage those sponsors, and inform them of what's going on. You need to help them develop realistic expectations. So, as well as managing a project in terms of the process and the activities, you also need to manage the sponsor in terms of expectations and commitment.'

Importance of management support

Sometimes, lack of full management support made things more difficult.

'Firm commitment of your manager is vital. Sometimes, we experienced difficulties with our manager's time and resource commitment.'

Establishing a reference group

'A model that worked well for us last year, was to set up a change management reference group that met separately from the project group. The change management group had senior managers on it, so they were actually informed in a quite formal way of what was occurring. It means that you could feed back to the group immediately: "yes, this is possible" or "they would like more information".'

An opportunity for dialogue with management

'A highlight of the project was a special meeting attended by all senior management, together with several other relevant administrative staff, to respond to detailed issues and concerns raised at the project set meetings.'

The importance of organisational climate

'The reality with the kinds of learning approaches encouraged in a Framing the Future project is that it's got to fit the organisation's bounds and style. I know some public sector organisations where action learning would die a slow and agonising death. I know some large private organisations that look blankly at me when I tell them about the concept. They are controlled, tall, and hierarchical organisations. And then you have others that are organic and flat, where action learning will work well.'

2.4 Using the internet

Working across big distances

For quite a number of project groups, participants were spread out over large areas. For example:

> 'Ours is a regional college, extending across the Kimberleys. We cover an area about the size of Victoria. We've got 5 campuses that are anywhere between 100kms and 1000kms apart, and a small staff... The challenge is to find a way to have the members of each group work with each other, given that they are dispersed across an area the size of Victoria. We're using teleconferences, e-mail, communication and face-to-face workshops.'

Learning from Framing the Future's use of the internet

Framing the Future's use of the internet to help participants obtain and exchange information has been one of its most innovative aspects. The website includes a range of features, such as:

- details of all projects, and a list of advisers
- regular updates on National Training developments
- links to other VET sites
- Project Team contact details (including photographs)
- e-mail links
- details of the evaluation project

> 'I believe that the technology side of things, the website and on-line forums have set a benchmark for national project management.'

Making information available

> 'One unforseen outcome from our project has been requests for transcripts and notes covering what keynote speakers said. To meet this demand, we've edited, formatted and distributed informal notes taken by participants.'

Good design criteria for your website

- Content: Provides useful content that is relevant to audiences
- Community: Visitors feel a part of a community; a relationship is developed and maintained
- Continuity: The on-line offerings are aligned with the off-line offerings
- Change: The site is updated, and not stagnant or boring

Web forums vs e-mail

'When the Cert 4 was piloted, we set up web forums and chat rooms to encourage reflection, but we found that people didn't like them. They saw them as formal environments. It was a case of not engaging, because it was too formal. Later, we've tried closed e-mail lists. As a facilitator, I'm finding that that's more effective, because people can adopt a style they like.'

Skill gaps relating to the internet

'Of particular concern, in our Framing the Future project, was the availability and familiarity with internet and e-mail access. Whilst the majority of people involved were able to locate and get copies of information from the internet, quite a few had little confidence in using features like e-mail, and participating in dialogue via the internet The project team had not anticipated this lack of familiarity with technology, and it must now be recognised as a deficit area that future projects must address. It was particularly significant in this project, as the participants came from a variety of businesses and government agencies across various industry sectors, and communication throughout the life of the project was hampered due to the lack of e-mail access'

Internet services for VET

Australian National Training Authority
Web site: http://www.anta.gov.au

CREATE Australia. Draft Revised Library Standards 10/2/98

EdNA Education Network Australia
Web site: http://www.edna.edu.au

Framing the Future Office
Web site: www.tafe.sa.edu.au/institutes/para/ftf
e-mail: framing.future@tafe.sa.edu.au

"Frequently Asked Questions about Training Packages" in Training Facts, OTFE, December 1997, p.3.

NCVER: National Centre for Vocational Education Research
Web site: http://www.ncver.edu.au

NTIS: National Training Information Service
Web site: http://www.ntis.gov.au/

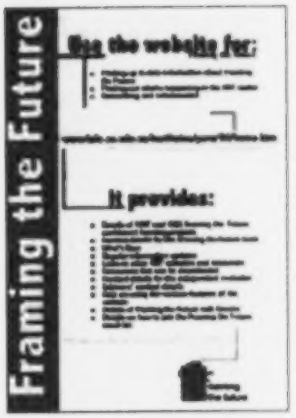
OTFE: Office of Training and Further Education. Department of Education – Victoria
Web site: http://www.otfe.vic.gov.au/

Putting Training Packages to work
The Vocational Education and Training Professional Development Committee for the Department of Education, Training & Employment (S.A.) (Project manager Chris Mathews)
Web site: http://tafe.sa.edu.au/vet_div/iris/ptp/index2.htm

TRAIN: The Australian Training Information Network
Web site: http://www.train.gov.au

For more information...

Website Design Tips
Tips and ideas for those who are thinking about establishing a website



Framing the Future Website Flier
The Framing the Future website flier gives details about the website and the information it provides. Ideal for noticeboards

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2.5 Working with industry

Working with industry representatives

Quite often, Framing the Future project teams are located in an educational environment such as a TAFE Institute, making plans for people in industry. Sometimes, there was a tension between the mind-set and pressures in the two areas:

> 'I come from an industry environment, where we want practical input from employees who might be working in production areas, not particularly in a reading / writing type environment. We are happy to encourage reflection without too much reading and writing. Our people do think and reflect, but we need a way of building that in, without too much reading and writing—that's the bottom line.'

Some project teams had difficulty getting industry representatives involved in action learning:

> 'We found that action learning was a difficult concept to impart to a group like we had. The employer representatives were not interested in techniques to resolve issues. They were primarily attending meetings to find out how they could access training and incentives. They also wanted to know how they could get recognition for the skills held by their existing workers. They did not expect to be responsible for their learning.'

Charting complementary roles

The following chart clearly sets out the complementary roles of industry and registered training providers:

Model for training together for the future

	Industry Role	*Registered Training Provider's Role*
1 Working together Industry and training providers consulting to improve the quality of vocational education and training	Consultation	Consultation
2 Exploring options Considering the range of competencies, organisations needs, timing and location of training and/or assessment	Initial needs analysis conducted	Advice on needs analysis
3 Developing a training program Planning the training and/or assessment program	Consulting supervisors and workers	Meeting and consulting with supervisors; locating workplace assessors
4 Conducting training and/or assessment Training delivered flexibly; assessment relevant to workplace activities; recognition of current competence	Participation and partnering for assessment	Training and assessing

Effects on group dynamics

'When we've brought in people from industry, who haven't come to all the meetings, they've altered the dynamics, which is quite interesting. The industry people have come in with other agendas.'

Checklist of issues for industry participants to consider

- ◯ In what industry is your organisation involved?
- ◯ What is the core business of your organisation?
- ◯ What is the title of the Training Package developed for your industry?
- ◯ Why are Training Packages being introduced? How will they affect the way in which training is delivered? What are their advantages?
- ◯ What are the main parts of the Training Packages?
- ◯ What is VET? Explain briefly.
- ◯ Explain briefly what National Competency Standards are. What are the Units of Competency?
- ◯ How can your organisation participate in the delivery of the package? For example, industry visits, work placement, on-job training.
- ◯ What are some of the concerns you would have about participating in training delivery?
- ◯ What facilities/resources are there in your organisation that could be used for training purposes?
- ◯ Who in your organisation would be directly involved in training?
- ◯ Identify the Units of Competency that could be best delivered in your workplace.
- ◯ List the advantages your organisation may gain in delivering some units in the workplace.
- ◯ What is a Registered Training Organisation (RTO)?
- ◯ In what ways could you cooperate with a RTO to deliver training?
- ◯ For the latest information in the National Training System access the following web-sites:

  1 www.anta.gov.au/ntis National Training Information Service

  2 www.otfe.vic.gov.au State Training System

  3 www.tafe.tas.edu.au/ftf On-line Guide to Training Packages

- ◯ What is the AQF? Name the certificates awarded in the VET sector of education?

  What is meant by:

  1 User Choice

  2 Customisation

  3 RPL

- ◯ Briefly explain the National Training Framework (NTF). What are the main parts?

2.6 Group processes

Taking a 'can do' approach

Project groups vary a lot. It helps if project team members have similar attitudes:

'I work as part of the child care team. We're looking at flexible ways to offer the children's services Training Package. We are across 3 different campuses. We meet regularly via video conference, and we're also organising a three day planning meeting, where we are inviting some staff from [a University] and [a TAFE Institute]. We find that the three of us have a very similar attitude to flexible delivery. We all have a 'can do' approach, and we really want to look at ways to offer this training as flexibly as we can, while still maintaining standards.'

Taking into account the groups' preferred style

'If you ask the people in my group to close their eyes & brainstorm, they are simply going to leave the room! So you need to accept that's where they're at. I can't see any point in pushing down roads that they are very uncomfortable going down.'

Challenges faced by groups

'Our project had to make some adjustments during the initial stages because of gaps in the knowledge and skills of participants. This initiated a back-to-basics agenda, with information tailored to concentrate on a clear understanding of the developments in the National Training Framework.'

'Workshops were conducted to initially bring groups together and set the projects in place. Some of the issues that arose during this stage included:

1 Time taken to locate the right people who were willing to be involved in the project; (over 260 fax and mail invitations went out to potential participants)

2 Getting the right mix of TAFE, RTO and industry representatives

3 Locating convenient and mutually agreeable locations for meetings.'

Understanding can result in a more positive outlook

'Informal feedback indicated that the increased understanding of Training Packages resulted in a significant shift in outlook towards the NTF and externally driven changes. Resistance and cynicism at the start of the project was replaced by more positive reflections on how the Training Packages will affect the Faculty and TAFE in general.'

2.7 Bringing the project to a close

'At the final meeting for our project, there was a real sense that a lot of them would have liked another meeting. But then, they decided that it was better not to go ahead just now. However, I think they will continue to meet next semester, under a different sort of guise.'

'We didn't plan ahead for our last meeting—it just happened. We had talked about whether or not to have another meeting. But then, after the meeting was underway, we discussed it early in the meeting, and again towards the end. I tried to close it off, but I was flying by the seat of my pants. It was successful, though, and people did feel that some closure had been achieved. I took the journals in, which I hadn't done before, so they felt that I had taken something with me. I think it worked alright.'

'Completion of our project coincided with the end of semester 1. People go away on leave, so we structured these projects to run on a semester basis, because that suits our timetabling & when staff are there. So I guess there was a sense of completion, in that it was end of semester. But certainly, the work & the projects will keep going. That's not going to stop!'

'I'm a big one for bells & whistles to recognise individuals. Because last years team put in a lot of effort in their own time, and got little financial reward for that, it became an issue by the end. By doing a presentation in front of management, & showing them the products that had been produced as a result of the project, then having a drinky & a few nibblies, it was really quite beneficial for everybody. There were 50 people at our presentation last year, that's pretty impressive. That includes industry too & the ITABS & so on. And there were rounds of applause!'

'We felt that the project needed some kind of occasion to mark its end. Next time, we will incorporate this into the planning.'

Lessons passed on

In many Framing the Future projects, information not only goes to people directly involved, but also to a range of colleagues:

'I entered that room many months ago, completely ignorant of the enormous changes that had taken place, and became immediately aware of the daunting task that we were all going to face in the future. I have gained volumes of useful information, which I am passing on to my colleagues. It was a good project that provided ownership of the process to the staff, and was a valuable voyage of discovery for me.'

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2.8 Providing an acquittal statement

Acquittal statements: Example 1

Here is an example of a clear, well-structured acquittal statement:

Contract No. 3/1039

FRAMING THE FUTURE

SA TRAINING REVELATION

ACQUITTAL STATEMENT

Items of Expenditure	Budgetted		Actual	
	Framing the Future Contribution	SA Training Revelation Contribution	Framing the Future Contribution	SA Training Revelation Contribution
Salaries	$	$	$	$
• Facilitator	3,000		3,000	
• Administrative Support	1,594	230	1,594	230
• Consultants		2,250		2,550
• Financial Reporting		200		200
• Replacement Costs for EEEWTB Staff		3,192		3,192
• Participant's Attendance		22,800		15,200
Non Salaries				
• Venue Hire		450		360
• Materials	200		388	162
• Travel	2,500		2,500	1,606
• Accommodation & Meals	360		360	373
• Catering	840		652	
Total	8,494	29,122	8,494	23,873

Acquittal statements: Example 2

This is another well-structured example of an acquittal statement. Note the inclusion of a detailed breakdown of resources and workshop expenses.

South East Metropolitan College

ATTACHMENT 1:PROJECT FUNDS ACQUITTAL

ITEM	TAFE	INDUSTRY	FRAMING THE FUTURE	TOTAL
Project Management				
Budgeted			$ 4,500.00	$ 4,500.00
Actual			*$ 4,500.00*	*$ 4,500.00*
Salaries				
Budgeted	$ 7,500.00	$ 4,000.00		$11,500.00
Actual	*$12,128.00*	*$ 4,000.00*		*$16,128.00*
Travel				
Budgeted	$ 2,000.00	$ 0		$ 2,000.00
Actual	*$ 127.50*	*$ 150.00*		*$ 277.50*
Postage/Courier				
Budgeted	$ 200.00			$ 200.00
Actual	*$ 100.00*			*$ 100.00*
Telephone/Fax/Email				
Budgeted	$ 200.00	$ 0		$ 200.00
Actual	*$ 200.00*	*$ 30.00*		*$ 230.00*
Workshop Expenses				
Budgeted			$ 4,000.00	$ 4,000.00
Actual –			*$ 4,479.00*	*$ 4,479.00*
Resources				
Budgeted	$ 1,000.00	$ 500.00	$ 2,000.00	$ 3,500.00
Actual	*$ 550.00*	*$ 150.00*	*$ 1528.16*	*$ 2,228.16*
Total				
Budgeted	**$10,900.00**	**$4,500.00**	**$10,500.00**	**$ 25,900.00**
Actual	***$13,105.50***	***$4,330.00***	***$10,507.16***	***$27,942.66***

Notes: Figures in italics represent monies expended.

Notes to Acquittal

Travel: below budget as visits to plant were made on only three occasions

Resources (including stationery and photocopying expenses)

- ATP Plant Baking Resources 420.00
- 20 ANTA A Guide to Mentoring 300.00
- 20 NCVER charts 30.00
- 10 reams A4 paper 80.00
- 4000 photocopies @ 0.10 each 400.00
- Photocopying @ 15.80 per hour plus on-costs 98.40
- Preparation of workshop packages 6hrs @ 33.66 201.96

Total $1,528.16

Workshop Expenses

- Catering 295.00
- Venue Hire 390.00
- 3CM External Facilitator 1650.00
- SEMC Facilitator 403.92
- Workshop Preparation 807.84
- SEMC Session delivery 144.08
- Admin support 4 hrs @ 15.80 plus on-costs 219.94
- Photocopying (workshop) 164.30
- Product Development Consultant assistance 403.92

Total $4,479.00

framing the future

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Food Processing Project Report – Dece

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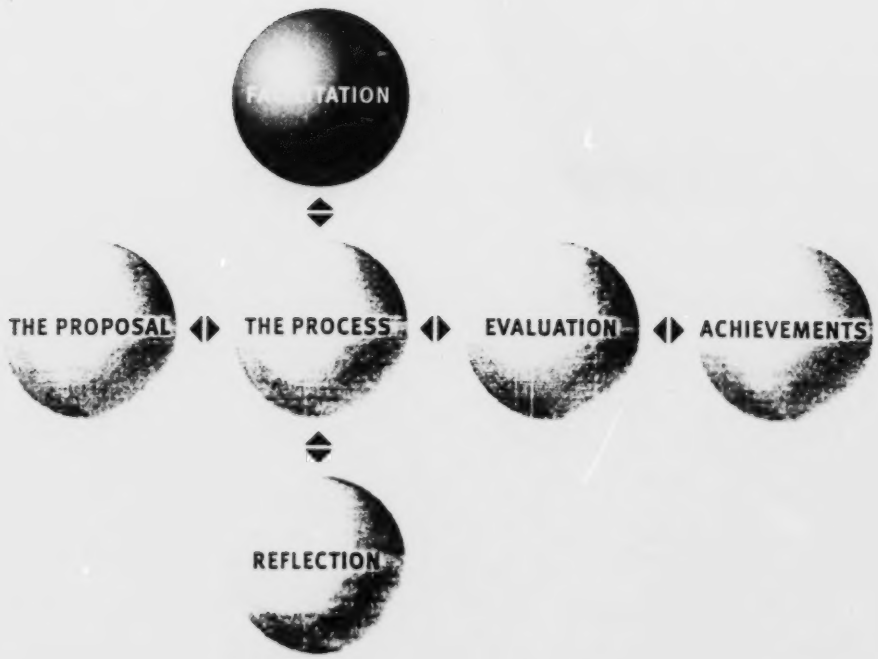
PART 3

Facilitation

3



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Comments by project facilitators about the difference between facilitating and teaching

'I think facilitating is trying to help other people to go through the process of learning, rather than telling them what they should be doing.'

'I expect it's about enabling people to define what they want to learn, and how they might learn it.'

'I think a lot of the teaching that takes place deals with abstract conceptualisation, and it assumes that people are going to be able to go away and put that into practice. I think that probably facilitation is sitting alongside the learner and helping them to work their way through a learning process.'

'To me, the difference between facilitation and teaching is like the difference in that old expression, between 'a guide on the side' and 'a sage on stage'. And one of the really difficult things for teachers to do is to get off the stage.'

Facilitator's role and responsibilities

The facilitator plays a key role in making sure that the learner is sufficiently supported in the learning environment. The facilitator is the person who co-ordinates the various elements of the training program so that it runs smoothly.

As an *active participant* in the learning and training process the facilitator is responsible for:

- assisting learners plan their learning;
- ensuring learners are aware of the formal assessment requirements;
- monitoring learners' progress;
- providing regular, constructive feedback on learners' progress;
- providing guidance to learners with learning activities;
- reviewing completed learning activities;
- discussing any project-related problems learners may experience;
- arranging availability of learning resources for learners;
- discussing training related problems that learners may have;
- liaising with other key participants regarding learners' needs and progress;
- arranging for other types of support for learners, as required;
- providing progress reports as required.

This list shows that the facilitator's role is "multi-dimensional".

Such a role requires the person to be alert to the needs of the key participant - the learner - and to be able to identify and manage the various elements of the training program to meet those needs.

3.3 Separating project management and group facilitation

'I think it's difficult to do both the project management and the facilitation. I reckon that's a fairly big ask.'

3.4 Internal vs external facilitation

'There are a couple of ups & a couple of downs of using external facilitators. A couple of the ups are that you don't have the baggage & you don't have predisposition about group dynamics & those sorts of things. It means that you can take people at face value. The downs are that it's often harder to get commitment because people don't have a relationship.'

3.5 Sorting out roles

Facilitators can come under intense pressure to be the expert and the leader:

'There was an expectation from our group (industry representatives in particular) that the facilitator was the group leader, and that they should just, "get on with it".'

These kinds of pressures were evident in a range of project groups:

'One issue in our group was that people would wait for the facilitator to put his two bits in. It is like you wait for the "knower" to confirm or disagree or whatever. It's probably true for a lot of groups.'

These kinds of pressures highlight the importance of defining terms and expectations among the group at the planning stage:

'When you start off with a group, it is important to find out from participants what they expect of you, and do the negotiating up front. They need to know that you're not going to do the work for them.'

3.6 How do you motivate or excite members of the project group?

'Give them a quick view of how the national training system is changing, and then trying to assess where they are & where their understanding is. And talk about what we are trying to do is prepare the institution for the introduction of the NTF, getting a smooth changeover and hopefully ending up with something that is better.'

'One of the strategies I use is to talk about the benefits of Training Packages, but also the things that I feel a bit doubtful about—including doubts that people have about the system. I think it's not going to be perfect.'

'Sometimes, it is better not to give all the negatives an airing. Group members have enough of their own negativity, so you don't want to add to that! Just say what the issues are.'

'It is useful to have a checklist to make sure everything important is covered. The checklist that I came up with addressed things like: "Do you know what competency based training is?" All the way through to: "Do you know what an ITAB does?" "Do you know what competencies are?" "What's a Training Package?" In that way, people can have a look at where they are, and where they might progress to.'

3.7 Concentrating on outcomes vs process

'My group has been very concerned with outcomes rather than process. I felt that there was something missing! Eventually, though, I came to appreciate that this particular group & the particular topic we'd picked suited an outcome based project. And now, they've produced fantastic stuff. We're about to take their results to their industry groups in quite a formal way & we're now trialing those actual instruments & processes. So, from their point of view, it's provided exactly what they want.'

3.8 Dealing with people with different knowledge levels

'When preparation was started for a second round of visits, requests came from both TAFE teachers and industry groups to be able to include colleagues in the next sessions. Facilitators were able to accommodate these requests by dividing each session into two groups again. The first group included the previous attendees, and the second included the new participants. In this way, facilitators were able to keep the original group moving forward, while meeting the needs of the new groups.'

3.9 Participating without dominating

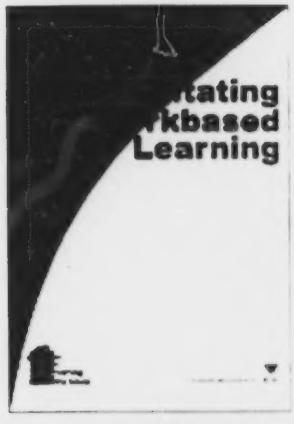
'I don't think there's such a thing as a neutral facilitator—it would be like having a neutral researcher! As a facilitator, you are always a participant, even though you try not to dominate. I found that if our project group was grappling with something, I might throw something in for them to think about, and they'd do that, but every now & again, they would defer to me to ask stuff anyway. As facilitator, I don't think you can *not* participate. The thing is to avoid being too dominant. You have to learn to contribute in a way that isn't too "experty".'

3.10 Who should maintain the records?

'I know that if I ask people in my learning set to do anything like keep a journal, I wouldn't have them there! I speak from past experience facilitating other action learning projects here. As much as I encourage them to keep their own notes (and some do), keeping notes is really up to the facilitator.'

3.11 For more information...

Framing the Future publishes a guide to the role of the facilitator in workbased learning projects.



Facilitating Workbased Learning
A guide to the role of the facilitator in workbased learning projects.
Online Version.

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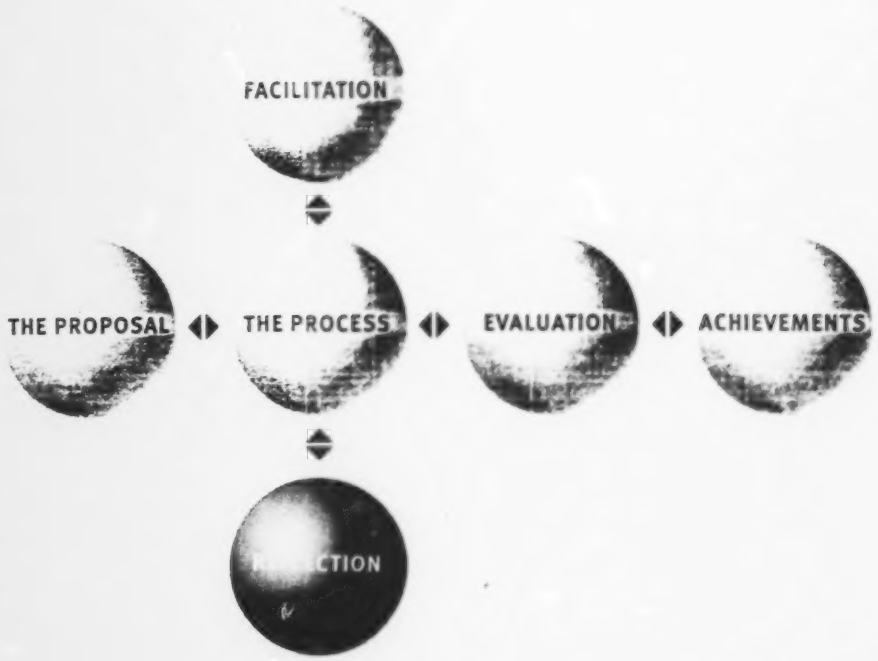
PART 4

Reflection

4



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Using pre-readings

Pre-reading for members of the project team can help the group get into its work more quickly. It also reminds team members that they share responsibility for making the team work—it isn't just up to the facilitator. Here is a list of pre-readings sent to members of one project team:

- Modes of Responsive Delivery
- The ABC of Vocational Education and Training
- Workbased Learning Project Evaluation Questionnaire
- Framing the Future 98 AN ANTA STAFF DEVELOPMENT INITIATIVE
- Copy of the Proposal
- Training Packages update—a fortnightly fact sheet
- Framing the Future—Information update
- Draft Action Plan
- Action Learning the Formula
- Set members had been asked to nominate which Training Package or related material they wanted to work with, and this was sent as soon as it arrived
- Various internet addresses, where set members could access information

Suggested group ground rules

'Members of our group were encouraged to determine the types of outcomes they wanted from the meeting, and to take responsibility for achieving those outcomes. We discussed a series of 'group norms', and agreed to adhere to the following points as a basis for the set meetings:

- Make attendance at set meetings a priority
- Arrange in our absence, for our contribution to be reported by another member
- Make every effort to complete required actions between meetings
- Turn off mobile phones during group meetings
- Actively listen to what other members say
- Maintain confidentiality within the group
- Reflect on our own learning in debriefing sessions
- Take responsibility for the project outcome and our own learning
- Share the talking time equally
- Communicate in plain English'

4.3 From 'product focused' to 'process focused'

'Last year, my group was very concerned about producing things as opposed to learning and reflecting. But I only realised that at the end of our project. We got to the end and thought: "What have we learnt?" Well, we could say "we produced this", but not "we learnt this". This time around, my emphasis is going to be at the end of each meeting, asking "what have we actually learnt?".'

4.4 Project activities

Metaphor

'Someone in our group last week showed me an interesting concept to use in groups—he gave me a temperature thermometer, a pressure gauge, an output meter and some warning lights. He said: "Get group members to draw a picture of each of them, and then use those as gauges. They are a sort of industry related drawing, where you just indicate where you are at with these things—that is, in terms of group temperature, pressure and so on."'

Brainstorming

'Working on a project in a company, I used simple brainstorming to capture reflections. Got them to put all their points up, and then went over it in detail, and challenged their thinking.'

Using diagrams

'You can get them into groups of 2 or 3, with a sheet of butcher's paper, and ask them to draw where they are. Then, they speak to their drawing, and capture it that way. That worked in a community services area.'

Questionnaires and proformas

'I added a lot to the questionnaire I got from Framing the Future—like "what do you think of the venue?" I even asked what they thought of the food and what not. Then I collect up the completed questionnaires, and then give them back next time, so it becomes a reflective tool.'

'When project groups undertake activities outside the main project meetings, I sometimes give them a simple little diary workshop sheet to record what they did in the meeting, or what they did in their project activity.'

Using pre-planned questions

'It can be useful to pre-prepare structured types of questions, about reflection and reviewing. Then, you get people talking about them in the session, with the facilitator just taking notes and doing the writing. Afterwards, participants could get a copy of that, so that they haven't had to write it, but they get a chance to read it and have a think about it.'

Informal reflection

'I reflect a lot on what we're doing, and I certainly change my actions as a result of reflecting. If you had a look at our first plans for what we were going to do in this project, you would see that I've changed my mind 100's of times. Even so, I rarely write down my reflections. There is plenty of planning and scribbling. But it's not formalised documentation of reflection. I guess that's where I come unstuck!'

Using a journal

'During the last 10 minutes of each meeting, I made team members write in their journal what they had learnt—in terms of that 'knowing–being–doing' framework. I didn't think it would work, but I was really amazed! They just wrote a little bit, but what they wrote was really pertinent. A lot of "process" issues came in when they actually thought about it.'

Regular opportunities to reflect on progress

'In our weekly video conference meeting, reflection on the Framing the Future project is one of the agenda items—that is, getting people to reflect on where they've come over that week, or over that period of time.'

'Review' vs 'reflect'

'I think there is a difference between "reviewing" and "reflecting". I review my actions daily, and as a result, change things that I do. But the power of reflecting is in confronting those actions. That means thinking "what did I do?", "what was the experience?", "what does it mean?", "How would I do it differently?", that sort of framework. If you're getting into questions like that, I think you are getting into reflection. And if you're getting into that and revisiting that periodically, where you were 6 months ago, I think then you are getting into powerful reflection!'

Pause for reflection

'One of the things I do that seems effective is to stop the group every 90 minutes or so, and ask "What have you discovered in the last hour? Please note down 3 things on a piece of paper in front of you that you discovered. Then, people can discuss what they've written down."'

No learning without reflection

'There is no power in learning without reflection. The key to this process is finding different ways to get people to reflect at different times, as you work through a project or a problem.'

The emotional dimension of change

Encourage participants to bring in insights from other areas that help to make sense of the process issues that come up during a project.

For example, one project group found that a framework proposed by Kubler-Ross, dealing with stages of loss and grief, helped to account for varying responses in the VET sector to the major changes currently underway:

Stage	*Process*	*VET example*
shock and denial	rejects reality of loss	"We want the TAFE corporate structure back"
anger and resentment	begins accepting and experiences loss	"We are being conned"; "I deeply resent writing policy"; "This is just extra work for no money"
bargaining	recognises reality of loss	"If it's important, they can resource it"
depression	preparation for coming to terms with loss by mourning	"We have lost the central coordination facility"
acceptance	accepts reality; adjust to new environment; withdraws emotional energy from old and reinvests in the new	"The agenda is up for grabs"; "The benefit is we drive the agenda"

Drawing in people who are not participating

'At a point—say every few hours into a session, I actually stop the group & get them to write two or three things down they've discovered. I ask people who haven't contributed for a while to offer their reflections. I don't make it formal. I just ask them to wear it and get the group to reflect on that a bit. Throw a few lollies around for good ideas. Minties. That's always a good one, it's a cheap stunt, but it works.'

PART 5

Evaluation

5

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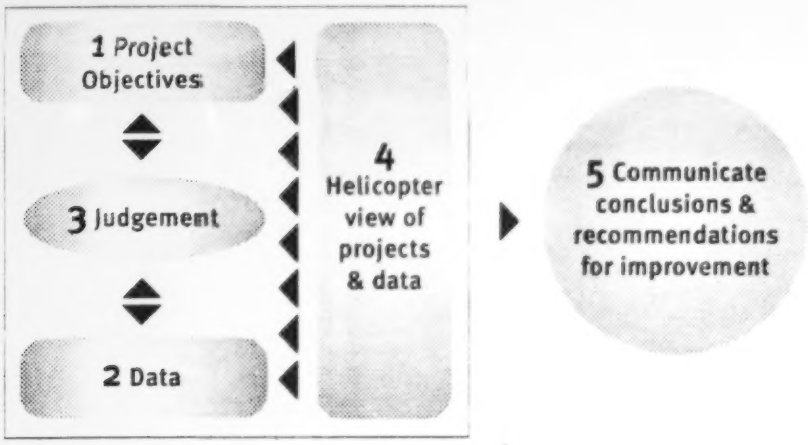
5.1 Components of the evaluation

Five basic components should be present every time you evaluate workbased learning. These are shown below.


1 Project Objectives
3 Judgement
2 Data
4 Helicopter view of projects & data
5 Communicate conclusions & recommendations for improvement

Evaluation component	*Example*
1 Describe what you hope to achieve ('objectives')	Here is a typical objective for a workbased learning project in the VET sector: **'Ensure that participants have a working knowledge of how to use Training Package xxx at local level within a TAFE institute.'**
2 Collect information about what is actually happening ('data')	A range of data that show how well the objectives have been achieved
3 Compare these two, resulting in conclusions about how well the actual situation matches the desired one	A vigorous discussion about the findings by members of the workbased learning project
4 Stand back and look at the data that you've collected. For example, are the objectives still appropriate? Should other objectives be added? Have you collected the data that you need? Did project group members say what they thought? What about politics—how is that affecting our efforts?	Discussion with an emphasis on thinking outside the square. Try to get participants to report their gut feelings, to play with the data, and to think creatively. If necessary, go back to components 1, 2 or 3, and do additional work
5 Communicate conclusions and recommendations periodically during the project, and at project completion	These communications might be spoken, written, in the form of overhead transparencies, as an attachment to a website, an e-mail, etc. [Plan this communication as a two-way process, to allow scope for learning by both your project group, and the audience]

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5.2 Data collection methods

There are a variety of approaches that you can use to collect evaluation data. The main ones are listed below, but remember, each of these can be applied in different ways. The best advice is to consult a specialist text in the area. Also, bear in mind that most evaluations use more than one data collection method.

Phone interviews

Advantages	*Disadvantages*
• quick and direct	• too time consuming for complex issues • for projects in any regions, STD can get expensive • requires rapid writing, or taping and transcribing (expensive)

Questionnaires

Advantages	*Disadvantages*
• easy to tabulate and report data • gets to a wide cross section of people • busy people in Institutes or industry can fill in when they get time	• if mailed, may be poor response rate • if used to evaluate seminars, timing may be a problem • can't easily probe

Tape recorded group discussions

Advantages	*Disadvantages*
• people's ideas spark off each other • can have a focused discussion at the end of a seminar	• in some groups, a few people will dominate discussion

Documents and records

Advantages	*Disadvantages*
• data already available at start of workbased learning project	• may be questions about accuracy • may need to go through a lot of documents to find relevant data

5.3 Evaluation questions

For the exit survey, we should be asking questions about:

- what worked well
- what could be improved
- what one (or two) particular thing/s did you learn/gain from the project
- what actions you or your organisation have taken, or plan to take, to further the work of the project

5.4 Sharing responsibility for reporting

Presentations can be done in such a way that they reflect the more open, participative approach of Framing the Future projects:

'We are going to have a major presentation to an open community group with other industries, other schools and other TAFE institutes. It's going to be interesting. We won't force people to speak. They will be able to work their presentations out amongst the group. Those who are more able and more interested will take that role on. But each group will have some responsibility for presenting. Hopefully the speaking will be a form of learning as well.'

5.5 Taking responsibility

'As an external facilitator, I think that there is a danger of leaving everything to management to implement. But what if they don't follow through? If that happens, you've lost the trust that the project group has placed in you. It is better if the group takes some responsibility for implementing some of the hard work that they've done. For example, group members can undertake to make some changes to improve a training package, or make their teaching practice better.'

5.6 Summary of project outcomes

The best summary of project outcomes, like the example below, are concise, honest (even about goals not attained), and specific.

Increase knowledge of the NTF, ARF and Training Packages

Large increases in staff knowledge in this area have been achieved. See evidence below.

Apply skills to develop, manage and implement workplace training and assessment

These are being identified and will be applied as the Training Packages are implemented in 1999.

Develop skills to align training and assessment to national competency standards

The development of these skills have been slowed by the ability of the Victorian system to quickly develop Implementation Guides that ensure consistency across the state and that form the basis of funding arrangements that will dictate to some extent the training content and methodologies that can be applied.

Gain skills in the development of flexible learning and assessment tools

A session conducted by the Ballarat Assessment Centre has provided the basis of these skills, and has been supported by Workplace Assessor training conducted in house at Sunraysia Institute of TAFE. The development of materials to support flexible learning continues, and will escalate during 1999 as moves are made to on-line delivery and management techniques.

Gain skills in action research

This outcome has not been achieved. It will be the focus of further professional development as the new system matures.

57 Final summary report: Example 1

Use of dot points, and a focus on specific outcomes and dates, help to make this a concise and useful report summary.

Contract No. 3/1039

FRAMING THE FUTURE

SA TRAINING REVELATION

ACTION PLAN

Outputs	Methodology	Learning Outcomes	Final Report
Participants in regional areas will be informed of the National Electrotechnology & Utilities Training Packages to be implemented in 1999, resulting in: • increased awareness of current and proposed training initiatives; • strengthening of industry/ government/ provider partnerships; • sense of ownership by industry of its training	• Regional Committees will be appointed to conduct a series of action learning sessions; • Participants will be drawn from Industry, Group Training, Schools/Universities, TAFE Institutes/ Skills Centres/ Providers, Government; • Arrangements will be made for seminars and workshops in 3 locations and invitations sent; • Participants will receive an introduction to the training packages then work through them relating the components to existing training and local situations; • On-going Regional Committee Meetings will be arranged to continue the professional development of those persons delivering and using Electrotechnology and Utilities Industry Training Packages	Participants will gain an understanding of the benefits of training within a progressive vocational education and training environment, including: • Industry determined competency standards; • Australian Qualifications Framework; • National Recognition Framework; • New Apprenticeships System; • Careers Pathways; • Flexible Training Delivery; • Customised Training. Development of strong Industry/TAFE/School Links.	• Project Regional Advisory Committees were convened: Mt Gambier 3.11.98 Pt Augusta 19.11.98 Berri 3.12.98 • Seminars & Workshops were conducted: Mt Gambier 16.2.99 Pt Augusta 18.2.99 Barmera 25.2.99 • Training Package Kit provided for participants at the Workshops • Framing the Future Workbased Learning Kit provided at the Workshops • Ongoing Regional Committee Meetings arranged • Final Report completed 31.3.99

Time frame for key activities

Project Regional Committees convened	3.11.98, 19.11.98, 3.12.98
Seminars and Workshops conducted	February, 1999
Progress Report developed	February, 1999
Regional Committee Meetings arranged	March, 1999
Final Report completed	31.3.99

1

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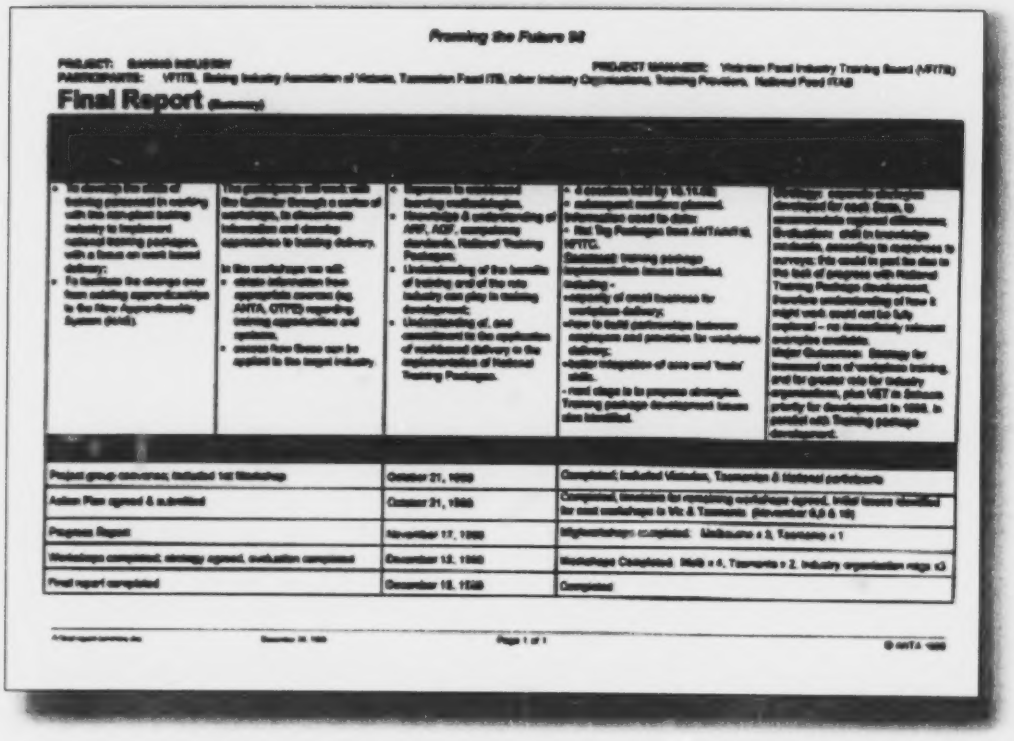
Final summary report: Example 2

Another effective report summary, which fits a lot of specific information on a single page.



Framing the Future II

Final Report

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5.9 Final summary report: Example 3

This report summary provides considerable detail about all aspects of the project—aims, methodology, learning outcomes, and actions completed.

Contract No. 3/1039

FRAMING THE FUTURE

SA TRAINING REVELATION

ACTION PLAN

Outputs	Methodology	Learning Outcomes	Final Report
Participants in regional areas will be informed of the National Electrotechnology & Utilities Training Packages to be implemented in 1999, resulting in: • increased awareness of current and proposed training initiatives; • strengthening of industry/ government/ provider partnerships; • sense of ownership by industry of its training	• Regional Committees will be appointed to conduct a series of action learning sessions; • Participants will be drawn from Industry, Group Training, Schools/Universities, TAFE Institutes/ Skills Centres/ Providers, Government; • Arrangements will be made for seminars and workshops in 3 locations and invitations sent; • Participants will receive an introduction to the training packages then work through them relating the components to existing training and local situations; • On-going Regional Committee Meetings will be arranged to continue the professional development of those persons delivering and using Electrotechnology and Utilities Industry Training Packages	Participants will gain an understanding of the benefits of training within a progressive vocational education and training environment, including: • Industry determined competency standards; • Australian Qualifications Framework; • National Recognition Framework; • New Apprenticeships System; • Careers Pathways; • Flexible Training Delivery; • Customised Training. Development of strong Industry/TAFE/School Links	• Project Regional Advisory Committees were convened: Mt Gambier 3.11.98 Pt Augusta 19.11.98 Berri 3.12.98 • Seminars & Workshops were conducted: Mt Gambier 16.2.99 Pt Augusta 18.2.99 Barmera 25.2.99 • Training Package Kit provided for participants at the Workshops • Framing the Future Workbased Learning Kit provided at the Workshops • Ongoing Regional Committee Meetings arranged • Final Report completed 31.3.99

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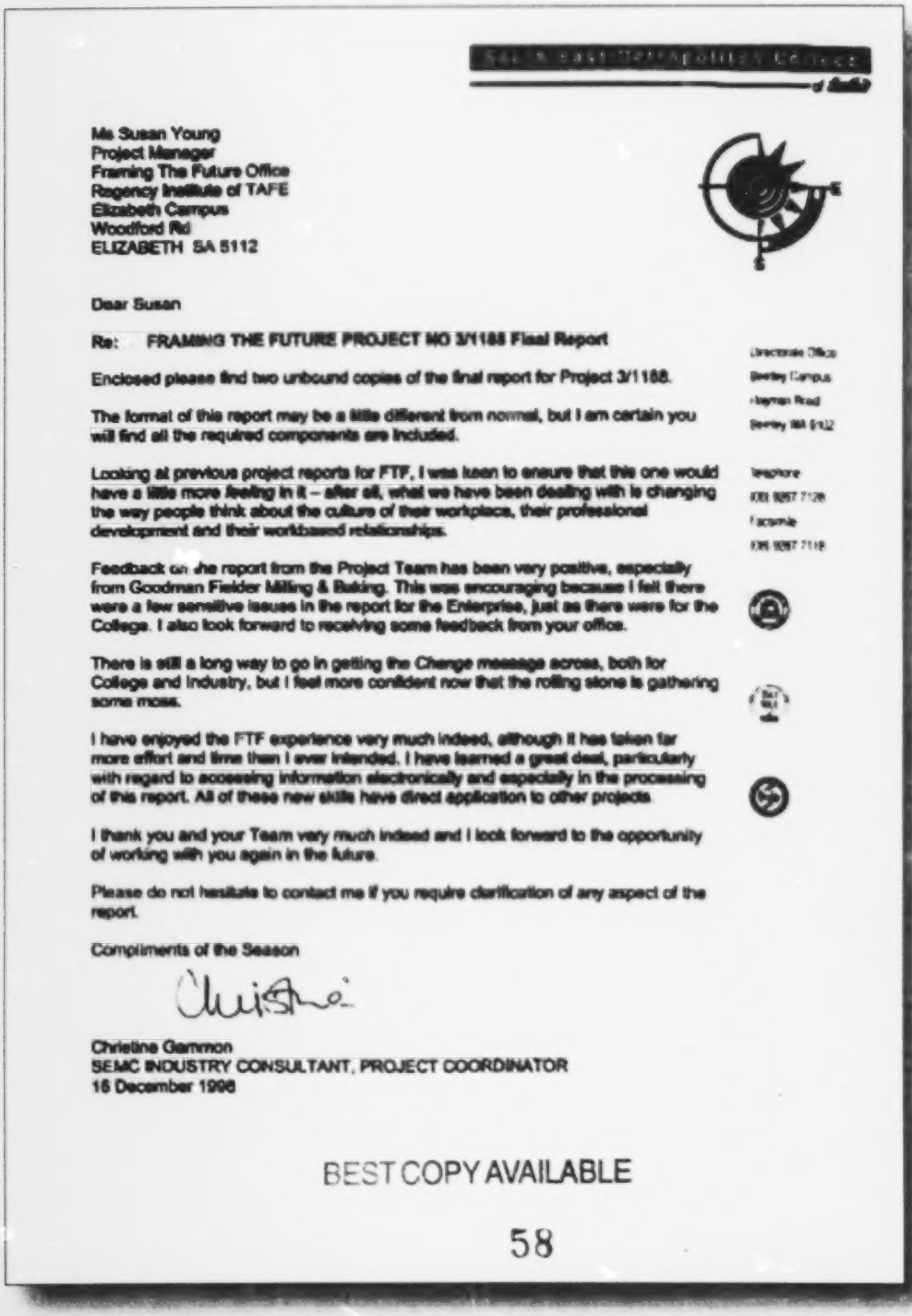
Progress Report developed	February, 1999
Regional Committee Meetings arranged	March, 1999
Final Report completed	31.3.99

1

5.10 Including the 'feeling' side

As the following letter emphasises, Framing the Future projects don't only deal with technical educational issues, but with workplace change and associated feelings. So, why not include this 'feeling' side of project activities in your final report?



Ms Susan Young
Project Manager
Framing The Future Office
Regency Institute of TAFE
Elizabeth Campus
Woodford Rd
ELIZABETH SA 5112

Dear Susan

Re: FRAMING THE FUTURE PROJECT NO 3/1188 Final Report

Enclosed please find two unbound copies of the final report for Project 3/1188.

The format of this report may be a little different from normal, but I am certain you will find all the required components are included.

Looking at previous project reports for FTF, I was keen to ensure that this one would have a little more feeling in it – after all, what we have been dealing with is changing the way people think about the culture of their workplace, their professional development and their workbased relationships.

Feedback on the report from the Project Team has been very positive, especially from Goodman Fielder Milling & Baking. This was encouraging because I felt there were a few sensitive issues in the report for the Enterprise, just as there were for the College. I also look forward to receiving some feedback from your office.

There is still a long way to go in getting the Change message across, both for College and Industry, but I feel more confident now that the rolling stone is gathering some moss.

I have enjoyed the FTF experience very much indeed, although it has taken far more effort and time than I ever intended. I have learned a great deal, particularly with regard to accessing information electronically and especially in the processing of this report. All of these new skills have direct application to other projects.

I thank you and your Team very much indeed and I look forward to the opportunity of working with you again in the future.

Please do not hesitate to contact me if you require clarification of any aspect of the report.

Compliments of the Season

Christine Gammon
SEMC INDUSTRY CONSULTANT, PROJECT COORDINATOR
16 December 1998

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5.11 Structure of the evaluation report

Section 1 **The general nature of the project**

Briefly summarise the project's intended outcomes, and what you actually did and achieved. Draw attention to any focus shifts, including outcomes that you were unable to complete. Mention any activities which will continue on after Framing the Future funding ceases.

Section 2 **Evidence of staff development for project team members**

Summarise any evidence that staff development occurred as a result of your Framing the Future project. In other words, try to answer the questions: 'What did project team members learn (what new knowledge? what new skills?) How do you know?' To answer these questions, you might cite project team member's comments, anecdotes, changed practices, follow-on initiatives, or results of your own evaluation activities (if any).

Section 3 **Evidence of staff development for other people**

As for Section 2, but this time focus on others who may have benefited from your project—people in TAFE and industry, people who will be using training packages, etc

Section 4 **Examples of any worthwhile products that emerged from your project**

Briefly describe any products that emerged from your project. Examples of 'products' include a revised or validated set of training materials; a staff development kit; or a set of assessment procedures. What evidence do you have that the products you produced were a valuable contribution to vocational education and training in your area?

Section 5 **Framing the Future: Suggested improvements**

Please indicate any ways in which we can make Framing the Future a better program. Framing the Future has grown out of earlier staff development initiatives over the last six years. It is likely to continue to evolve in the future. We would value your suggestions about how to improve any aspect, minor or major, of the ways in which projects are initiated and supported.

Section 6 **The project budget**

Revise the budget that you included in your original proposal, to show the actual figures for Framing the Future's contributions and for your organisation's contributions.

5.12 Report-writing suggestions

In the past, the quality of final Framing the Future Evaluation Reports has varied a great deal—some have been excellent, but some were less adequate. In a few cases, no evaluation report was provided at all.

Suggestions (based on the reports produced so far) include:

- before you begin writing, look back to your Project Application. That sets out what you undertook to do. In the Evaluation Report, you are reflecting as objectively as possible on what you actually achieved, and on the shortfalls
- avoid padding. It is the quality and clarity of your report which matters most, not its length. Do not include attendance lists of seminars or mailing lists of materials you distribute. If it is relevant to the evaluation, tabulate information like this to show the number and proportion of people from each sector—TAFE, group training, ITABs, industry, consulting, government, non-government
- take care with spelling (use 'Spellcheck') as well as structure. Use subheadings to help the reader understand what aspect of the project you are referring to
- aim for a clean, professional style of presentation and wording. That means avoiding colloquial expressions (eg 'Thanks a million, Framing the Future!') and inappropriate material such as cartoons
- acknowledge the bad news as well as the good. Like any staff development activity, we don't expect everything to have run smoothly on your project. Don't try to play down the bad news or play up the good news. By acknowledging what you had trouble with, you'll help Framing the Future and its successors plan better for the future.

5.3 Adapting 'standard' evaluation proformas and structuring

It is sometimes necessary, or at least useful, to adapt the materials provided by Framing the Future in order to accommodate local needs. It is quite OK to do so—guidelines provided by Framing the Future are intended as useful tools, not constraints.

> 'Some of the survey questions were not applicable to all participants—for example, some do not have internet connection, or do not use it. Some industry members are training customers, not providers.'

> 'The exit Survey was adapted to include questions regarding participants' intentions arising from the project.'

5.14 Report writing style

Below is a good example of a clear writing style. The first paragraph gives an overview of the section, followed by detail. This is a useful format to follow in report writing, as it allows the reader to skim and decide whether or not they wish to continue to read on. Well-structured writing shows that you have thought about your topic, and that you respect the reader's time.

Framing the Future Townsville Project - Process

The workshops were conducted one day per week over a four week period and held at the Townsville Barrier Reef Institute of TAFE City Campus. The workshops were attended by 4 TAFE lecturers, and a representative from each of TORGAS' 'International School of Business' and the Department of Employment Training and Industrial Relations (DETIR) and 3 industry practitioners and two facilitators from CTQ. The invited secondary schooling representative was unable to attend due to health reasons.

DAY 1

The professional development program 'set the scene' on the first day by providing an overview of the training market in the building and construction industry from both the State and National perspectives.

Participants were provided with information about Framing the Future and its products. They reviewed and were familiarised with the Glass and Aluminium Products curriculum, sample training plans and work task plans. Further discussions involved the principles of DETIR User Choice Arrangements, Client Purchase Arrangements and Competitive Funding.

Setting the Scene – Day 1

Participants were provided with an overview of the 'Worktask vs Training Identification Model' (*Attachment 1*). This model captures the methods that can be employed to:

a. Identify tasks and processes relative to the industry sector.
b. Identify learning outcomes/modules, elements/competency standards that satisfy processes and tasks in the workplace.
c. Consolidate and/or customise tasks and processes to suit and reflect the workplace
d. Create new competency/training profiles and establish worktasks against a training plan.
e. Test, review and evaluate outcomes against Training Package Assessment Tasks.

DAYS 2, 3 and 4 Processes and Outcomes

The primary tasks on days 2, 3 and 4 were sequential training plan building blocks to identify learning Outcomes/Modules and/or Elements/Competencies that would satisfy Processes and/or Tasks identified in the workplace for glass and aluminium products training.

Process was achieved by having the worksh[illegible] in collaboration wi[illegible]

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Structure matters! Example 1

The following structure is well thought out, and helps the reader locate particular sections of a final report:

PROJECT OVERVIEW 3

Project Participants 3
The Workshop Schedule 3
Evidence Gathering Exercise – Issues Surrounding Assessment 4
General Issues Raised By Participants At The Workshop 7

POST WORKSHOP ACTIVITIES 8

Issues Raised By Participants after Completing Post Workshop Activity 9

IMPLEMENTATION ISSUES 21

Recommendations For Industry 22
Recommendations For TAFE 25
Summary of Recommendations 26

PROJECT EVALUATION 27

Project Achievements 27
The Learning Process 27

CONCLUSION 28

5.16 Structure matters! Example 2

A very well-structured report. It features:

- a clear statement of what happened in the project
- separate attachments to provide more detailed, support information
- suggestions for improving Framing the Future itself

CONTENTS

		Page
PART 1	**EVALUATION REPORT**	1
1.1	Evidence of Staff development for project team members	
1.2	Evidence of Staff development for other people	
1.3	*Framing the Future* – suggested improvements	
PART 2	**PROJECT ACTIVITY REPORT**	2
2.1	Project Focus	
2.2	Project Participant Profile	
2.3	Project Outcomes	
PART 3	**ISSUES RAISED BY THE PROJECT**	4
PART 4	**FOOD TRANSPORT TRAINING STRATEGY**	6
ATTACHMENTS		9
I	*Framing the Future 98* Report Summary Sheet	
II	Participant Survey	
III	Collated summary of Project Participant Evaluation responses	
IV	List of Project Participants	
V	Project Outline (used to publicise project)	
VI	OHP Presentations	
VII	National Training Framework Summary	
VIII	National Training Package Overview	
IX	***Food on the Move*** Professional Development Package	

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Structuring the information

Another clear layout and numbering system. Some features:

- information in the header and footer is clear, informative but unobtrusive
- clear numbering system
- variation in text formatting (case, indent) for different headings on different levels

STRATEGIC DIRECTIONS

1. ALL SECTORS

In priority order, in parallel with and to underpin sector specific initiatives:

1.1 Continued **Promotion** and **Delivery** of
- **HACCP Training** - Safe Food Handling, Preparation of Food Safety Plans;
- Other **Regulatory Training** eg. Loadshifting, to enable employers to comply with regulations;
- **Workplace Language & Literacy**.

1.2 Establishment and extension of **Partnerships** between industry and Registered Training Organisations for the delivery of training.

1.3 **Flexible Delivery** - development of materials and support systems which can be used for off-job, workplace training, workplace mentoring, on-line, or any combination of delivery modes. Preference is for access to wide range of media from paper based to 'Virtual Campus' thus allowing trainees, employers and trainers full choice.

1.4 **Workplace Trainer / Assessor** - encouragement for businesses to have Frontline Management and supervisory personnel trained to deliver training and conduct assessments in the workplace, in partnerships with RTOs. Mentor training also requires consideration.

1.5 **Recognition of Prior Learning** - promotion of RPL to employers, workers and trainers, supported by training of personnel to undertake RPL assessments (can use Workplace Assessors).

2. SECTOR SPECIFIC

In priority order:

2.1 **Seafood Processing & Packaging** - employers and trainers to enter partnerships to customise and deliver appropriate components of the Food Processing National Training Package, pending availability of the Seafood training package. Can also use Food Industry Traineeship.

2.2 **Seafood Retailing** - employers and trainers to enter partnerships to customise and deliver the Food Retail Traineeship.

2.3 **Aquaculture / Mariculture** (land based) - plan for introduction from 2000 using National Training Package. In the interim, freshwater aquaculture and components of other programs can be used where training is required for the existing workforce. A Traineeship could be introduced at a later stage.

2.4 **Seafood Transport, Warehousing & Distribution** - employers can have immediate access to the National Training Package for Transport & Distribution (which has a Traineeship), with customisation to include current HACCP and other seafood industry components as required.

3. FRONT LINE MANAGEMENT

The first training priority is for managers and supervisors to receive HACCP training in order that they are properly informed and equipped to work with staff and external agencies on Food Act compliance. The next priority is for Workplace Trainers and Assessors which will be required within the next 18 months as National Training Packages are implemented.

The project did not prioritise general training for Frontline Management as the needs of each business will vary and are best determined with help from training specialists. Existing training programs are available, and should be used by employers seeking to train personnel to take on new responsibilities and by staff seeking career development.

NOTE: pending the development of a National Training Package for the Seafood industry it is not possible to specify AQF levels. The greatest area of need is at AQF 1-3, and to a lesser extent, AQF 4.

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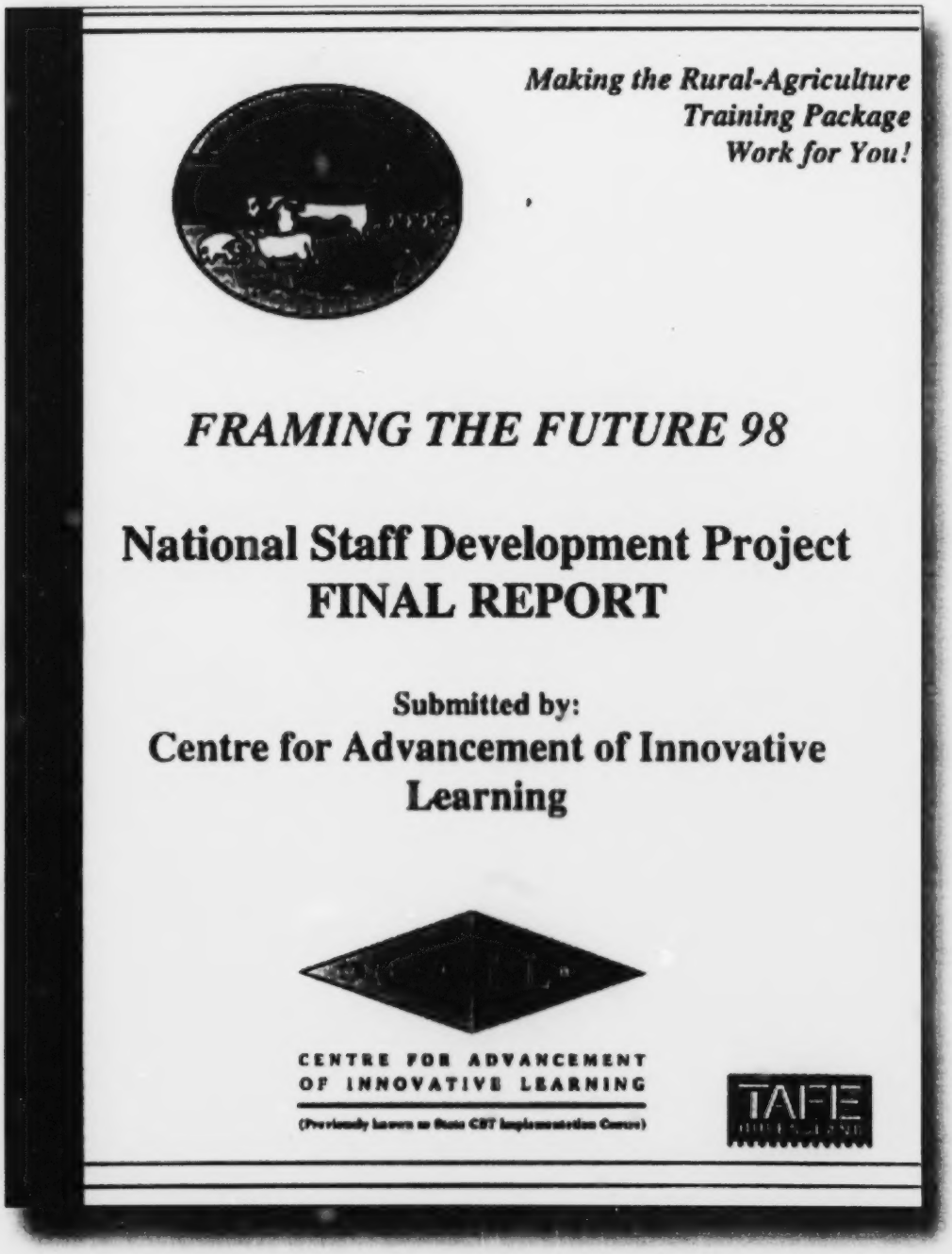
5.18 The cover matters, too

A professionally presented evaluation report begins with the cover:


Making the Rural-Agriculture Training Package Work for You!
FRAMING THE FUTURE 98
National Staff Development Project
FINAL REPORT
Submitted by:
Centre for Advancement of Innovative Learning
CENTRE FOR ADVANCEMENT OF INNOVATIVE LEARNING
TAFE

5.19 Graphs to indicate change

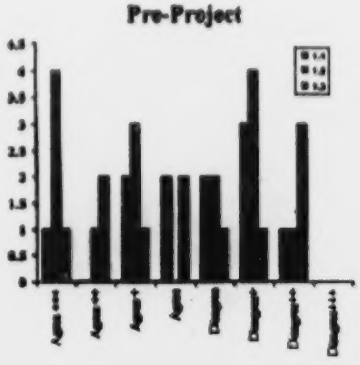
Graphs are a good way of showing change. Even at a glance, you can see in the following results that there is a shift towards the 'agree' end of the scale. You can then look more closely if you're interested in the detail.

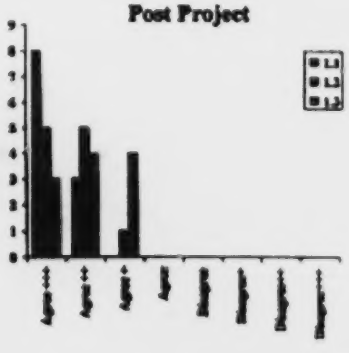
1. Skills & Knowledge relating to NTF

1.1 I feel very up-to-date in my knowledge of the National Training (eg Training Packages; New Apprenticeships; the Australian Recognition Framework etc)

1.2 I understand how all the different parts of the National Training Framework fit together

1.3 When I listen to, or read, details of how the National Training Framework operates, I understand most of the jargon and acronyms





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Presenting qualitative data

A common way of presenting qualitative data (that is, comments, descriptions, observation) in a report is to do a theme analysis. In the example below, each theme is illustrated by several verbatim comments.

Involvement in workbased learning was seen as very positive and a methodology to be used in the future. The majority of the staff had never been involved in project using an action learning approach, whilst the two that had previous experience were able to share these in a very constructive way.

"Making this happen!!"

"Gaining a thorough knowledge of action learning—a new notion for most of us."

The opportunity to have access to 'experts' was critical as an effective method of quickly gleaning information to enable the group to move ahead.

"A greater understanding that the learning is not just about the acquisition of skills, but about their applications."

"The communication session in Geelong."

The project motivated staff and provided them with an opportunity to accomplish some focused planning time. This in turn has created a greater degree in confidence for staff to face the challenges of the new year, well prepared.

"Being fairly organised for 1999 before the end of the year."

"Using Framing the Future time to plan our implementation of the Training Package."

Having facilitators that were confident (or appeared to be) in their understanding and their ability to know when to lead, when to stand back, when to take control, etc.

"Having talented facilitators was excellent."

"We were kept on track and focused."

"The session in Ballarat was very motivating."

5.21 Page layout

An interesting and attractive page layout. Note the use of point form summary of outcomes; the use of quotations in the border; and the inclusion of photographs, partly to acknowledge the various contributors to the project.

with client organisations; an input session on Workbased Learning followed by group consideration of what would be need to be put in place to be able to learn in the workplace.

At the end of the session discussion focussed on what additional skills, knowledge and attitude participants thought they would need to implement the Training Package, and what was different about their role in the future and their role previously. *Note: Some of the comments of participants have been recorded in this document in right hand vest boxes.*

Set homework was to read the introductory sections from the Food Processing Training Package and the Training Package pamphlet from the GUIDE TO VET pack (ANTA 1998).

Outcomes:

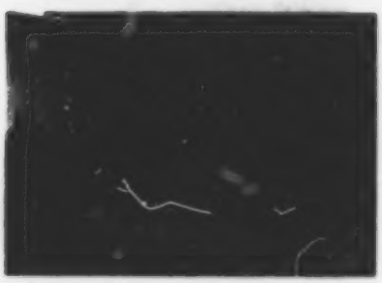
1. Participants identified their own level of knowledge and "gaps" in understanding VET initiatives.
2. Participants were familiarised with components of Training Packages and the sectors, AQF levels and structure of the Food Processing Training Package.
3. Participants recognised some of the implications of training packages for their own organisations.
4. Participants identified several ways to keep abreast of changes in their industry
5. Participants were given a resource list for accessing information sources.
6. The support of SEMC Management for this initiative was evident since the session was introduced by the Managing Director of the College and the Director of Programs observed most of session.

BEFORE: "Do our clients really understand what they are getting involved in here, in terms of infrastructure, record tracking and RTO responsibilities?"

AFTER: "The Mentoring workshops are already proving useful, in helping explain the value of Communications to students. You can't assume that just by telling someone what to do and how to do it that they will know."

Graham Boyle,

Refrigeration Lecturer, SEMC



Left to right: Barry Lloyd, Meat Trades, SEMC; Bevan Long, Peters & Brownes; Wayne Reeby, Buttercup Bakery; Dirk Soet, Baking Trades, SEMC; Jim Sattin, Automotive, SEMC; Ken Ridgway, Automotive, SEMC

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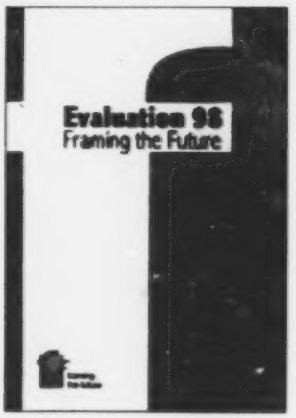
For more information...

Framing the Future has produced a guide to Evaluating Workbased Learning (also available, in summary form, as a flier). For a slightly more formal approach to evaluating programs, you can order copies of the 1997 and 1998 Evaluation Reports from the website.

Evaluating Workbased Learning
Detail on evaluating Framing the Future projects.



Evaluation 98
The independent evaluation report of Framing the Future in 1997 and 1998.

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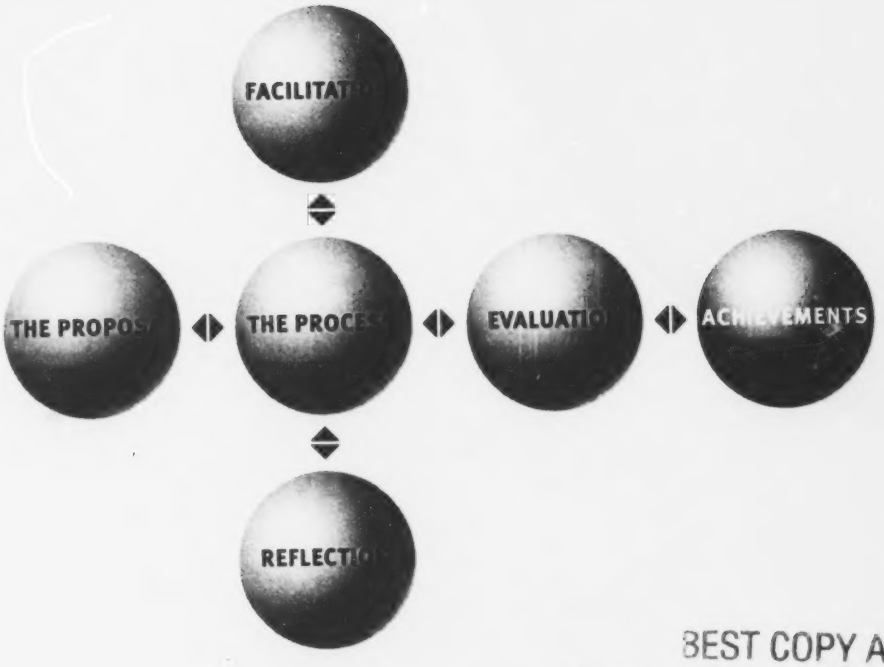
PART 6

Achievements



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6.1 New skills and knowledge

New skills

'As a result of their involvement in a Framing the Future project, participants reported that they had acquired a wide range of skills, including:

- skills in program planning, development, delivery and assessment
- skills in how to assess information in the future (including use of the Internet and e-mail)
- project management skills, such as negotiating timelines, co-ordinating training delivery, motivating team members, and managing funding
- skills in facilitating learning within groups'

Learning not to be the 'font of all knowledge'

'I'd say a huge chunk of the lecturers at my college are going to have trouble adjusting to the different environment. Basically, Training Packages are coming on board & they are going in feet first without adequate support! They have to internalise this thing that they're not the font of all knowledge; they have to provide ways for students to learn & do their own learning. We need to provide them with better training.'

Getting a confidence boost

When people learn new skills, they often also gain extra confidence:

'I've been asked to present a workshop to the rest of my department, and I'm really looking forward to it.'

An incentive to use the internet

By providing a reason to access the Web and participate in on-line forums, the Framing the Future has created a significant learning opportunity for advisers:

The availability of the Framing the Future site has provided an incentive to use the Internet, with the result that I've gained confidence in its use.'

Skills acquired through a Framing the Future project

'We developed a sound working knowledge of the ATF in general, and its relation to training reform in Australia.'

'We now have the knowledge to clearly and confidently disseminate information to employers eg regarding establishing traineeships.'

'I've only played on the Internet before. This is the first time I've used it for work.'

Identifying skill changes

One important aspect of all Framing the Future projects is the acquisition of new skills and knowledge. A generic questionnaire has been developed for you to use, and is downloadable from the Frame the Future website. Here is an adapted version of the questionnaire.

Framing the Future
Baking Industry Training Strategy Development Project

Name _____

Organisation _____

Date _____

This questionnaire should be administered at both the commencement and nearing completion of your workbased learning project. Please indicate how much you agree with each statement by marking the relevant box

1. **Skills and Knowledge relating to NTF**

I feel very up-to-date in my knowledge of the National Training Framework (e.g. Training Packages, New Apprenticeships, the Australian Recognition Framework etc.)

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

I understand how all the different parts of the National Training Framework fit together

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

When I listen to, or read, details of how the National Training Framework operates, I understand most of the jargon and acronyms

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

2. **Learning and influencing skills**

I am able to apply work-based learning approaches when I work with other groups

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

I feel able to influence the success of initiatives like Training Packages and New Apprenticeships within my areas of expertise

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

3. **Information access skills**

I can quickly locate and get copies of information from the internet

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

I have a good network of people from whom I can get information about National Training developments

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

If something comes up about training approaches for VET, I have a good idea where to go to fir I more

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

4. **Information dissemination skills**

I have helped a number of other people get a better understanding of what is happening on the National Training scene

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

I feel well equipped to help others understand the National Training Framework and how it applies in specific areas

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

I can speak clearly and confidently to my colleagues/clients about the benefits of structured training initiatives

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

5. **General project-work skills**

I am confident of my ability to work with a group of others on the Baking Industry Training Strategy Development Project

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

I feel well equipped to provide verbal and written reports about the progress of this project

Agree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Disagree

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Beginning of the project

6i2 Skill and knowledge gaps identified

Target areas for ongoing development

One of the outcomes of the current Framing the Future Action Learning Set is the recognition of the need for ongoing action concerning the following issues:

Quality of implementation of Training Packages

- increasing development of cooperative strategies between sections and faculties
- demystifying changes for other staff
- providing Assessor Training to faculty staff
- monitoring staff development and change to practices (cultural change)
- gathering resources for non endorsed components

- **Administrative logistics**
- enrolment procedures
- record keeping / skill books
- administration of pathways
- funding
- training packages and state registrations
- cost to students enrolling in a number of packages
- delivering courses aligned to Training Packages

- **Development of flexible learning facilities / resources**
- ANTA priority
- way of dealing with rolling intakes
- delivery of underpinning knowledge

Our main training needs

In order to further equip the members of this set for their ongoing roles, it would be useful to offer training in:

- internet skills (including developing a web page)
- team building—perhaps as part of the team development program within HIT
- facilitation
- action learning

Assessor skills

This project certainly has helped us identify some of the professional development needs of other staff. It has also raised awareness of...the qualifications needed by assessors.'

Knowledge gains from a project

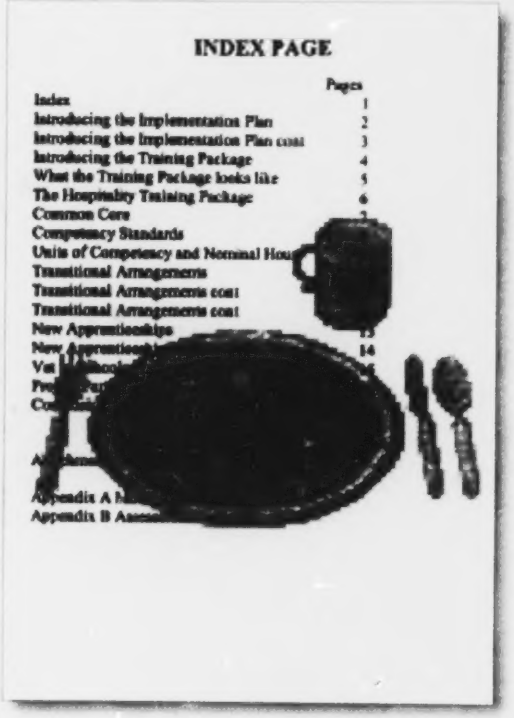
Listed below are some of the changes which might result from a Framing the Future project. As well as new skills, they include new knowledge about terms ('Training Packages'), processes ('how are qualifications decided upon'), impacts ('how do Training Packages' impact on skills of Trainers') and benefits (of 'alternative communication channels'). A list like this might result from group discussions towards the end of a project. Why not try to identify the new skills and knowledge gained by your project team members?

- what are the key features of the National Training Framework?
- what are the Training Packages?
- what components are endorsed?
- what components are not endorsed?
- what skills and knowledge do staff need to have to successfully interact with business and industry on issues of Training Packages?
- how are qualifications decided upon?
- what flexibility for working with industry exists?
- how do Training Packages impact on skills of trainers?
- how do Training Packages impact on design of Learning and Assessment guides?
- how to shorten training periods through recognition process of current competencies
- what is Workbased Learning?
- how to contribute towards staff development through participation
- how to foster industry/TAFE partnerships
- realisation that learning and training are a shared experience
- where to find more relevant information about National Training Framework
- benefits of alternative communication channels such as use of e-mail or a website

6.3 Materials and techniques

Appearance matters!

The professional 'look' of the materials produced by your project group matters. In this plan for implementing Training Packages, care has been taken with a consistent graphic, and the use of white space also enhances the plan's appearance.



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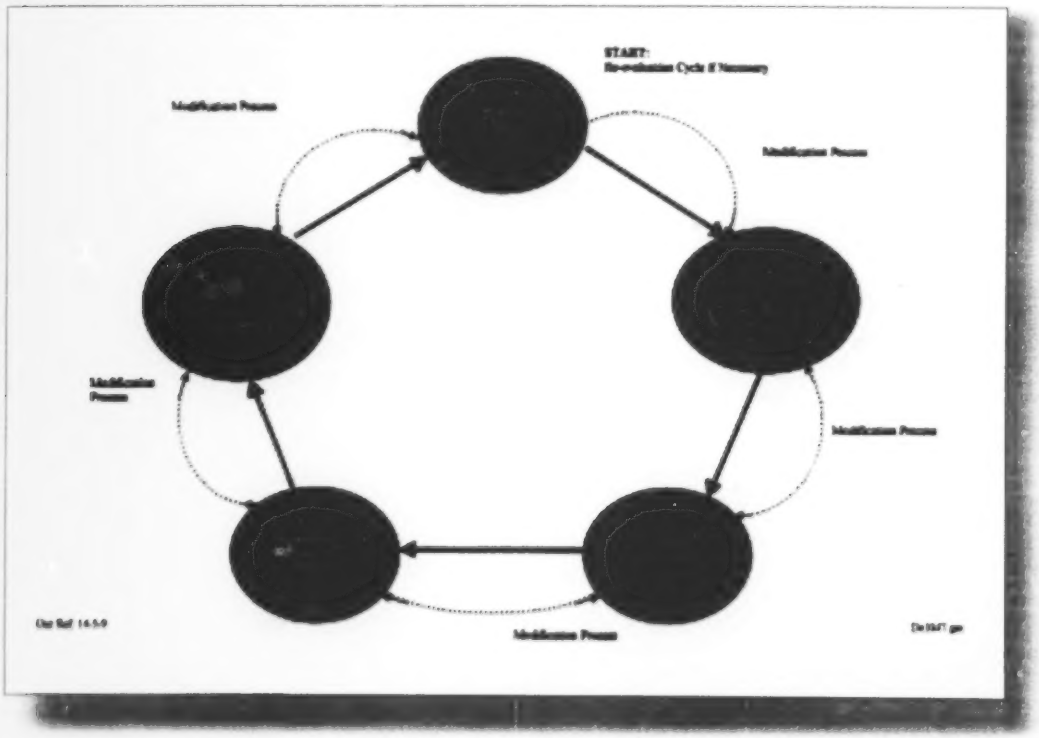
Using graphics

A graphic can be worth many words! This example:

- is clear
- shows where to start
- uses arrows to track a process
- uses consistent graphics—ovals, solid arrows, dotted arrows—to indicate different aspects of process



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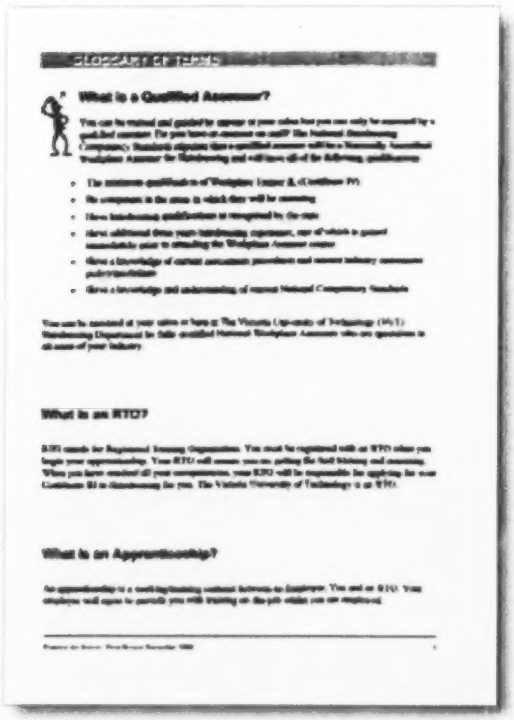
Providing a glossary

This is a good example of a Glossary of Terms:

- it is detailed, yet brief
- it ensures that everyone is working from the same definitions and understandings
- it protects people from feeling that they are not 'in the know'

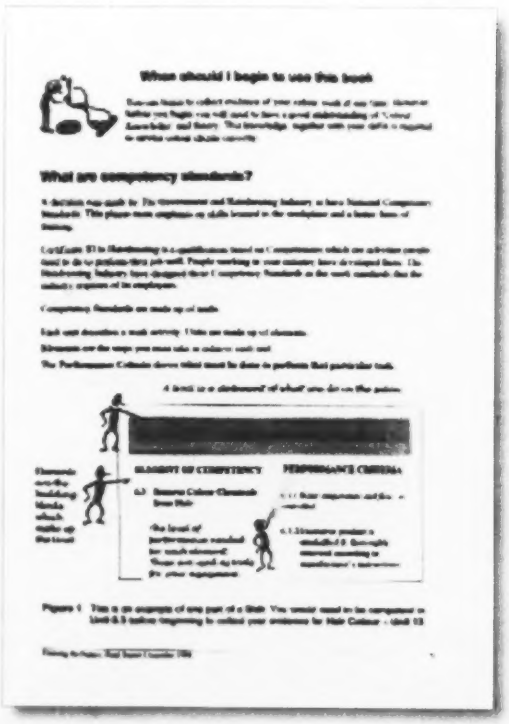


GLOSSARY OF TERMS

What is a Qualified Assessor?

What is an RTO?

What is an Apprenticeship?



When should I begin to use this book

What are competency standards?

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Glossary of terms

Part of the learning associated with the National Training framework is learning about new terms. A number of project groups included glossaries of such terms with the materials they provided:

MAKING SENSE OF THE NATIONAL COMPETENCY STANDARDS AND TRAINING PACKAGES FOR LIBRARY STAFF

4 Glossary of Terms

ANTA

Australian National Training Authority. A Commonwealth Statutory Authority responsible for the development of a national vocational education and training system in cooperation with State and Territory governments, the Commonwealth government and industry.

Assessment Guidelines

One of the endorsed components of Training Packages which sets out the industry/ Training package developer's approach to valid, reliable and fair assessment and which underpins assessment carried out by RTOs under the ARF

Australian Qualifications Framework (AQF)

A comprehensive policy framework defining all qualifications recognised nationally in postcompulsory education and training within Australia. The Australian Qualifications Framework comprises guidelines which define each qualification together with principles and protocols covering articulation, issuance of a qualification and transition arrangements.

Australian Recognition Framework (ARF)

A framework that provides nationally agreed guidelines for:

- Endorsement of Training Packages
- Accreditation of courses
- Registration of Training Organisations
- Recognition of Competency Standards Bodies

Competency Standards

A set of broadly industry and enterprise competency units which define the full range of workplace requirements across those industry sectors covered by the Training Package. They are developed nationally as an endorsed component of Training Packages or, where no relevant Training Packages yet exist – as the basis for defining the learning outcomes of an accredited course.

Elements of Competency

Parts of which make up a unit of competency which describe the broader functions or purposes covered by units.

Endorsed component

Each training package consists of two parts – an endorsed and a non-endorsed component. The endorsed component is compulsory and describes the competency standards, the assessment guidelines and the associated qualifications which can be awarded.

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Self-assessment checklist

5 Checklist for Self Assessment

Now that you have:

(i) developed your awareness of the National Competency Standards,

(ii) their potential impact on the way in which courses are delivered and assessed within your organisation, and

(iii) their resultant implications and opportunity for library service delivery within your organisation,

Are you able to:

1. Identify the key competencies? ☐
2. Identify where to obtain copies of the National Competency Standards? ☐
3. Identify the National Competency Standards that apply to courses offered in your organisation? ☐
4. Identify and locate copies of the Training Packages that exist within your organisation? ☐
5. Identify how the services provided by your library relate to the National Competency Standards relevant to the courses taught at your Institution and the Training Packages used by them? ☐
6. Develop strategies for library staff that assist in liaising with teachers on the implementation of Training Packages? ☐
7. Identify components of Training Packages that may be facilitated by library staff? ☐
8. Develop a model for delivering information literacy programs that link into the relevant components of National Competency Standards that apply to courses at your Institution? ☐
9. Deliver information literacy programs and services that are integrated into and meet directly the information literacy needs of the courses being undertaken by students at your Institution? ☐
10. Be recognised by teaching staff as expert in components of the Competency standards and as the preferred provider of training in these competencies within industry specific Training Packages? ☐

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Note: The first 4 items on the checklist would constitute an appropriate level of knowledge for general library staff not involved in the provision of information literacy or involved in library management at the senior level.

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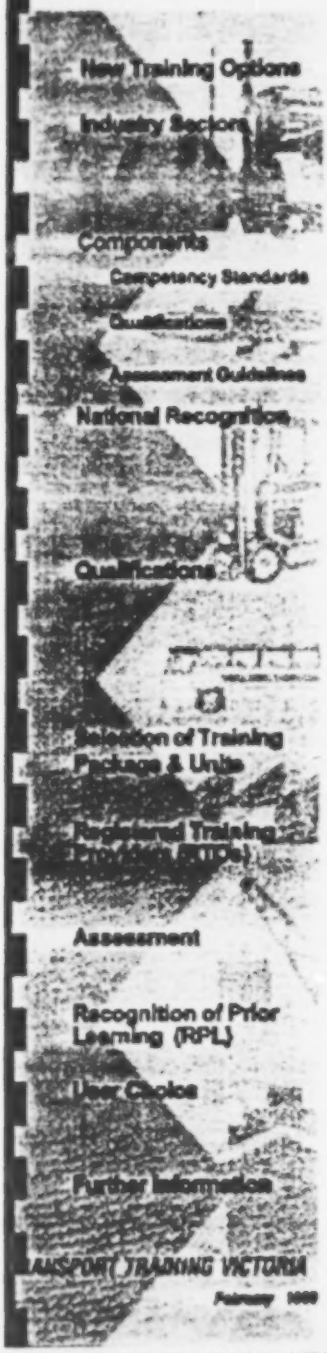
TTV



NATIONAL TRAINING PACKAGE
TRANSPORT & DISTRIBUTION
OVERVIEW

National Training Packages for the Transport & Distribution industry have been introduced from early 1998, to give industry new options for skill development.

training packages are currently available for the following sectors:
Road Transport Warehousing Stevedoring Logistics

under development: Rail Freight Yard Operations, Records Storage, Cycle/Postal Couriers, Armoured Vehicles, Dangerous Goods, Mobile Cranes, Coal or Tunnel, Pallet Repair & Manufacture, Aviation - Fixed wing Pilots

The components of National Training Packages are:

- which define the skills and knowledge required to perform specific tasks in the workplace, from introductory to advanced levels,
- a range of qualifications related to workplace requirements and based on combinations of Competency Standards at appropriate levels, in accordance with the Australian Qualifications Framework (AQF),
- which provide the basis for measuring skills and knowledge and the issuing of qualifications.

Training packages provide the industry with access to nationally recognised training which can be selected to meet the needs of individuals and businesses. For many sectors of the industry, training opportunities have been limited to occupational licensing, for example for driving and forklift operation. In the sectors which have had comprehensive training, for example a Traineeship, these options will continue to be available, based on the National Training Packages. Training Packages are available to new entrants, such as Trainees and existing workers.

are at 4 levels. At each level, 7 Units of Competency must be successfully completed in order to receive the qualification.
The titles of the qualifications are:

Certificates I, II, III & IV in Transport & Distribution (Road Transport)
Certificates I, II, III & IV in Transport & Distribution (Stevedoring)
Certificates I, II, III & IV in Transport & Distribution (Warehousing)
Diploma & Advanced Diploma in Transport & Distribution (Logistics)

The trainee or employer may select the package most suited to their needs, then select from the range of units available. A package can be customised specifically for an organisation or group of trainees. Selection is best done in consultation with an experienced trainer and/or Registered Training Organisation.

National Training Packages are available through training providers which have been registered with the State government. Registration ensures that the standards for training delivery and assessment are maintained. All registered providers are subject to strict quality control measures which have been nationally agreed, and include the requirements for trainers and assessors.

must be carried out by an RTO, by trainers and/or assessors who have themselves received appropriate training. At the completion of the assessment, the appropriate Certificate is issued, or where a complete qualification has not been obtained, a Statement of Attainment.

is available to people who have gained skills on the job or through other training programs. Existing workers and new entrants are encouraged to discuss their options for RPL with the training provider or assessor.

employers and individuals may select the units they wish to take in consultation with the training provider. Training may be undertaken in the workplace, off the job at a training centre (eg TAFE institute) or via a combination of modes. You are encouraged to discuss your requirements with the training provider.

may be obtained from your nearest Registered Training Organisation or from TTV.

Please turn over for more about National Training Packages

1

Transport & Distribution Industry Training Board (Vic) Inc. Reg No: A0021457D
PO Box 360 North Melbourne Vic 3051 1st Floor, 53 Dryburgh Street, West Melbourne
Tel: 03 9326 7211 Fax: 03 9326 7194 Email: ttv@vicnet.net.au Website: www.ttv.org.au

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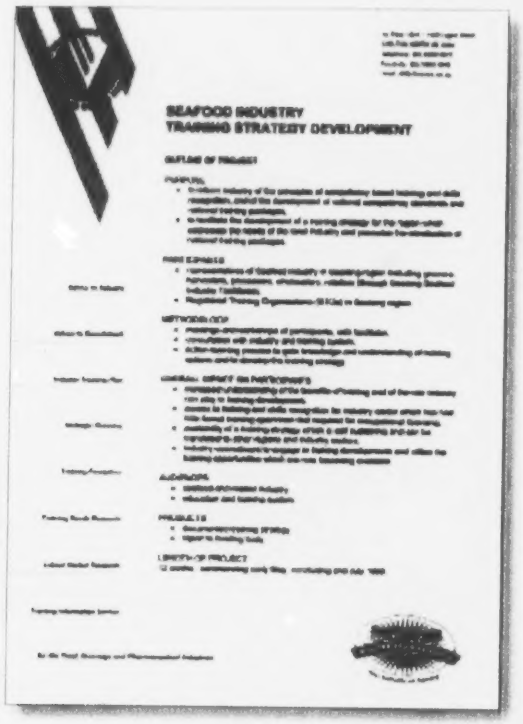
Typical contents of an information kit

- a list of resources that the teacher can use in the programs, particularly for new and commencing teachers. (This is particularly important because funding pressures can sometimes result in the use of staff on short term employment contracts.)
- generic examples of how to take a project and develop it across all module areas
- a flowchart showing the processes involved in establishing a project with a group of teachers
- a list of support options for students and teachers, including mentors that teachers could enlist

Training strategy

This concise, well set out summary of an industry training strategy is a useful tool for information dissemination and marketing.



SEAFOOD INDUSTRY
TRAINING STRATEGY DEVELOPMENT

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Seminar publicity sheet: Example 1

Transport & Construction Faculty Conference

Training Packages & Flexible Delivery

TAFE

Dear colleague,

I invite you to attend a vital conference on Training Packages & Flexible Delivery. The conference has been jointly organised by the Construction and Transport ESD and your Institute to provide you with information and direction to support the implementation of Training Packages.

Training Packages are a major component of national training reform and have the potential to impact on every facet of TAFE operation from course design through to enrolment, delivery and assessment.

The conference represents an excellent opportunity for you to acquire information on training packages as well as participating in workshops to discuss how training packages will be implemented into your teaching area.

Our survival as the major training provider clearly hinges on our ability to efficiently and effectively implement National Training Packages in NSW.

I look forward to meeting you at this vital event.

Yours sincerely,

Alan Gibson
Director, Construction & Transport
Educational Services Division

How to attend

To attend the conference submit a ED form to your Training & Development Unit.

For more information contact Glenn Way on 02 9384 600

Conference Details

Date: Thursday 5 November 1998

Venue: Norman Jordan Pavilion
Coffs Harbour

Conference Program

10:30 Registration & Coffee

11:00 Official Opening
Phil Cox
Allinstitute Director

11:10 Opening Address
Alan Gibson
ESD Director

11:30 ESD Presentation

- What is the National Training Framework?
- What are Training Packages?
- What is a QETO
- What are the implications for TAFE?

13:30 ITAB Presentations

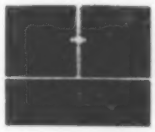
- How are Training Packages developed
- What flexibility will be expected from training providers

14:30 Interactive Workshop –
Implementing Training Packages

What impact will training packages have on:-

- Enrolment
- Delivery
- Assessment
- Recording & Reporting

18:00 Dinner
Guest Speakers



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Seminar publicity sheet: Example 2

Picture This .... SIT 2003?
.... SIT 2013?

A series of public talks about the future for TAFE and SIT

All presentations in Building N,
NG 16 - 18, Ultimo

Friday 31st July 3.30 - 5:00 — Eva Cox

Social commentator, academic and feminist - author of the 1995 Boyer Lectures on "A Truly Civil Society".

Friday 7th August 3.30 - 5:00 — Barbara Lepani

Foresight strategist who has written a number of inspiring reports for different education sectors on the future of learning.

Friday 14th August 3:30 - 5:00 — David Boud

Professor of Adult Education and Dean of Research at UTS, and author of various works on roles of teacher and learner.

Monday 31st August 12:00-2:00 — Kaye Schofield

Originally from TAFE NSW and head of Training and Further Education in South Australia, Kaye is now a highly esteemed consultant in policy, planning and management.

Publicity sheet for a videoconference

Making the
Rural–Agriculture Training Package
Work for you!

FINAL MILESTONE VIDEOCONFERENCE

And, How do we feel?

DATE: 30 November 1998

TIME: 7.30am - 10am

SITES: Mackay, Longreach, Maryborough, Bundaberg, Charters Towers, Burdekin, Innisfail, Kingaroy, Roma, Warwick Toowoomba, Stanthorpe, Open Learning Institute

GUEST SPEAKERS

David Moore (QRITC)

Terry Maher (TAFE PICC)

Proposed Items for Discussion

Welcome & check in around the sites

Summary of Issues & Implications across the project

- ✓ **Implementation Planning**
- ✓ **Partnerships**
- ✓ **Defining and marketing your product**
- ✓ **Continuing networks**
- ✓ **Taking advantage of new opportunities**

How we can make sure this is not the end... but merely the beginning!!

- ✓ **Ongoing consultation and networking.**

Thank you
Judy & Cathie

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framing the future

Making the Rural-Agriculture Training Package Work for you!

CENTRE FOR ADVANCEMENT OF INNOVATIVE LEARNING

Registration Sheet

Contact Details:

Name: _____

Organisation: _____

Address: _____

Phone: _____

Fax: _____

E-Mail: _____

Videoconferencing Site: _____

Current knowledge:

(Please rate your current level of knowledge)

- How much do you know about training package implementation in general?

1 ... 10

nothing ... everything

Comments: _____

_____

_____

- How much do you know about the Rural-Agriculture Training Package?

1 ... 10

nothing ... everything

Comments: _____

_____

_____

P.T.O.

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Breakfast Meeting Series: ACT Office of Training and Adult Education

This series of workshops ran from April 30 to July 23, 1998. The workshops were held at Barton Park, an ACT training facility. The venue provided an excellent private training room with a range of training equipment available, eg. Powerpoint, etc, together with an excellent congenial and collegiate breakfast atmosphere. Participants were charged a modest fee for breakfast. Attendance was excellent with an average of 40–45 people in each session. Meetings included:

30 April
Speakers from Canberra Institute of Technology

29 May
Speaker from Community Health and Services ITAB, Victoria

Topic
"Customer Focused Training Delivery Made Simple"

25 June
Speaker from Box Hill TAFE, Faculty of Hairdressing, Victoria

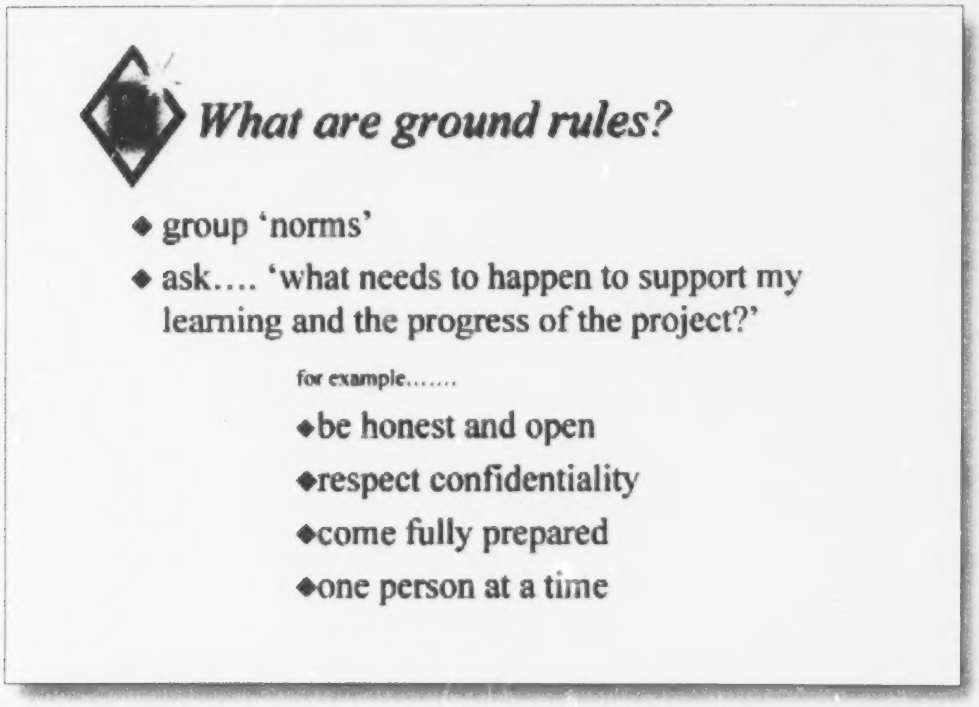
Topic
"Flexible Delivery: Working Models"

Pre-course information sheet

Name of session	**'The New Training World in Australia'**
Duration	Six hour workshop, plus mentoring onsite
Entry requirements	Enthusiasm A Registered Training Organisation
Outcomes	Apply the National Principles for: • Mutual Recognition • Registration • Training Delivery External Review Process Protocols for Marketing
Agenda	10 am Morning Tea and Welcome Introduction Principles of Mutual Recognition Principles of Registration Core Standards 12.30 – 1.00 Lunch Product Service Standards for Training Delivery Marketing Protocols Mentoring Appointments Evaluation 4.30 pm Conclusion

Overhead transparencies: Example 1

A well-structured 'text' overhead transparency. Note the large font size, and the sequencing from criterion to examples.


What are ground rules?
◆ group 'norms'
◆ ask.... 'what needs to happen to support my learning and the progress of the project?'
for example.....
◆be honest and open
◆respect confidentiality
◆come fully prepared
◆one person at a time

Points to note on content:

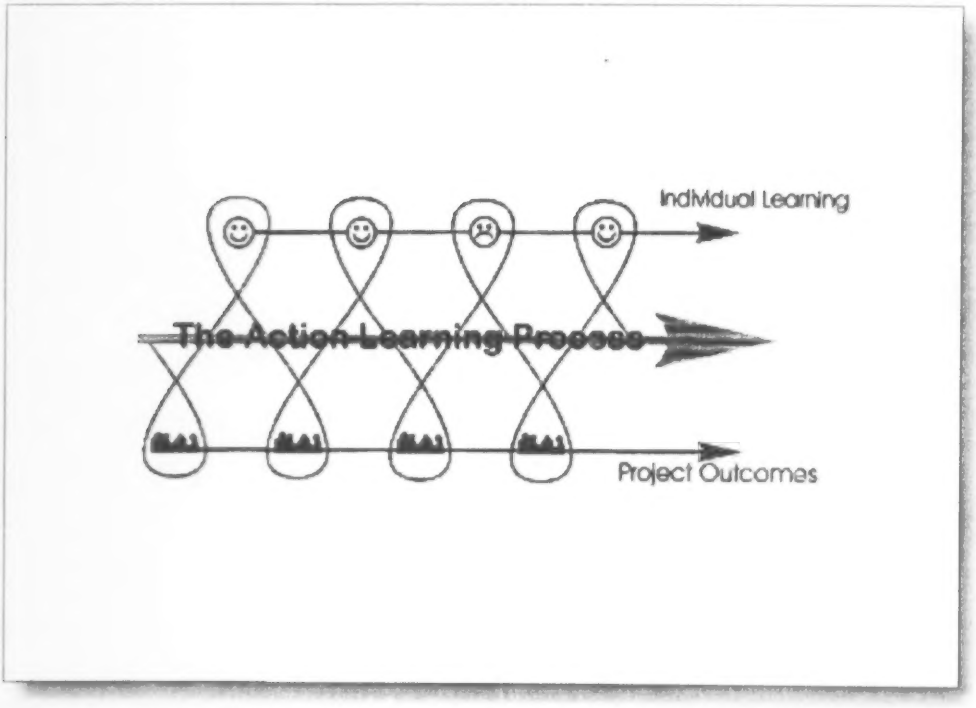
- Less than 5 points per slide (not too much for the audience to absorb)
- Brevity (because in your verbal presentation, you can elaborate on each point)
- A concise title that encompasses the information on the slide

Points to note on layout:

- Use consistent formatting
- Use lower case text ,which is easier to read than uppercase
- Well spaced

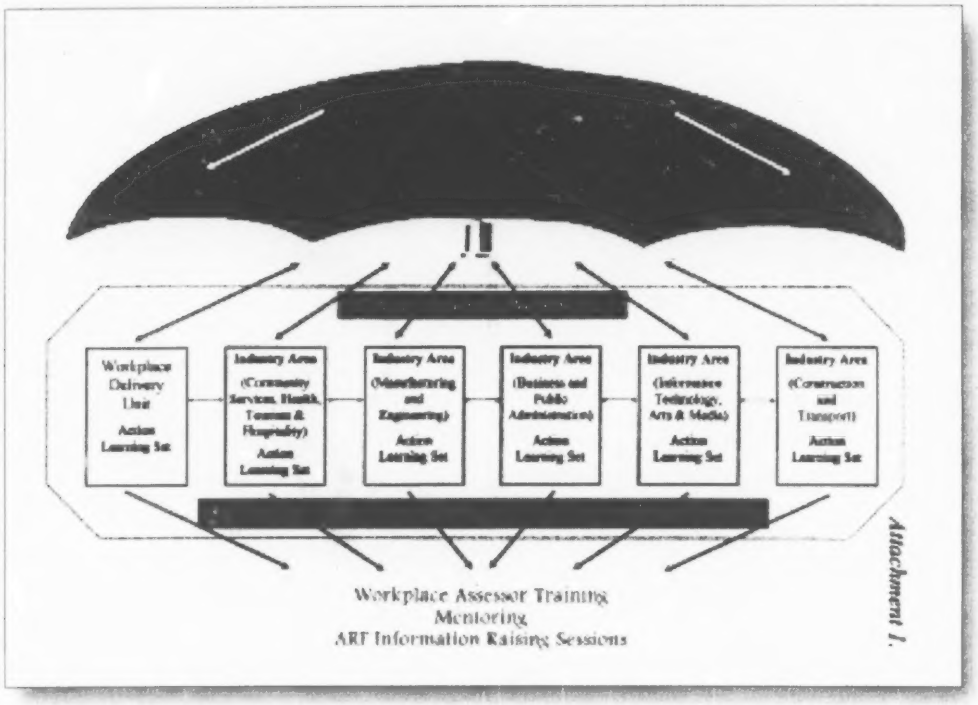
Overhead transparencies: Example 2

A simple visual which captures a complex process involving time (from left to right) and the integration of individual learning with group based project outcomes.



Overhead transparencies: Example 3

This overhead transparency uses a powerful metaphor (the umbrella) to suggest both protection and integration.



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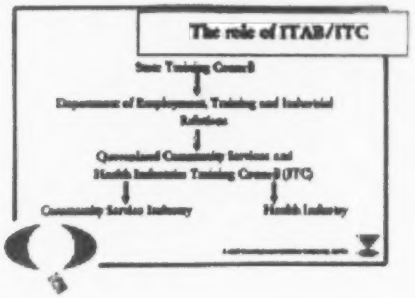
Presenting overhead transparencies and notes

Here is an effective way of presenting information given during a seminar. Each page of the participant notes consists of an overhead transparency, some brief notes, and blank lines to add extra notes.



INDUSTRY TRAINING ADVISORY BODIES/COUNCILS

Reforms in Australia's vocational education and training system focus on meeting the needs of industries and enterprises. Industry Training Advisory Bodies/Councils are the major channel for advice and information between the system and industries. ITAB/ITC assist in articulating industry needs and identifying priorities and potential resources. They also keep industry informed about changes and reforms to the training system.

The Queensland Community Services and Health Industries Training Council Inc (ITC) is the advisory body for vocational education and training in these industries in Queensland. An autonomous, not-for-profit organisation, the ITC provides advice and information in a range of areas including the following:

- Research and document training needs and future trends across these industries;
- Involved in the development of policies which impact on training;
- Ensure appropriate industry participation in development and accreditation of training courses;
- Participate in the registration and quality review of training providers in the industries;
- Disseminate a range of relevant information to all members.

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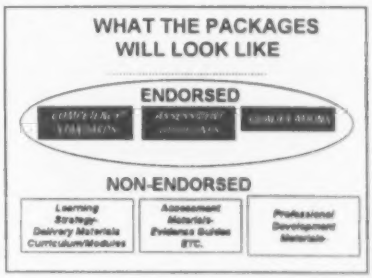
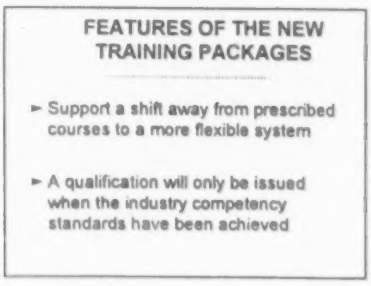
Using graphics in overhead transparencies

Below is a good example of several OHTs, showing clear graphics and legible wording. Presentation software such as Powerpoint will usually print out a set of OHTs, in reduced size, with space alongside for making notes.




FEATURES OF THE NEW TRAINING PACKAGES
► Support a shift away from prescribed courses to a more flexible system
► A qualification will only be issued when the industry competency standards have been achieved

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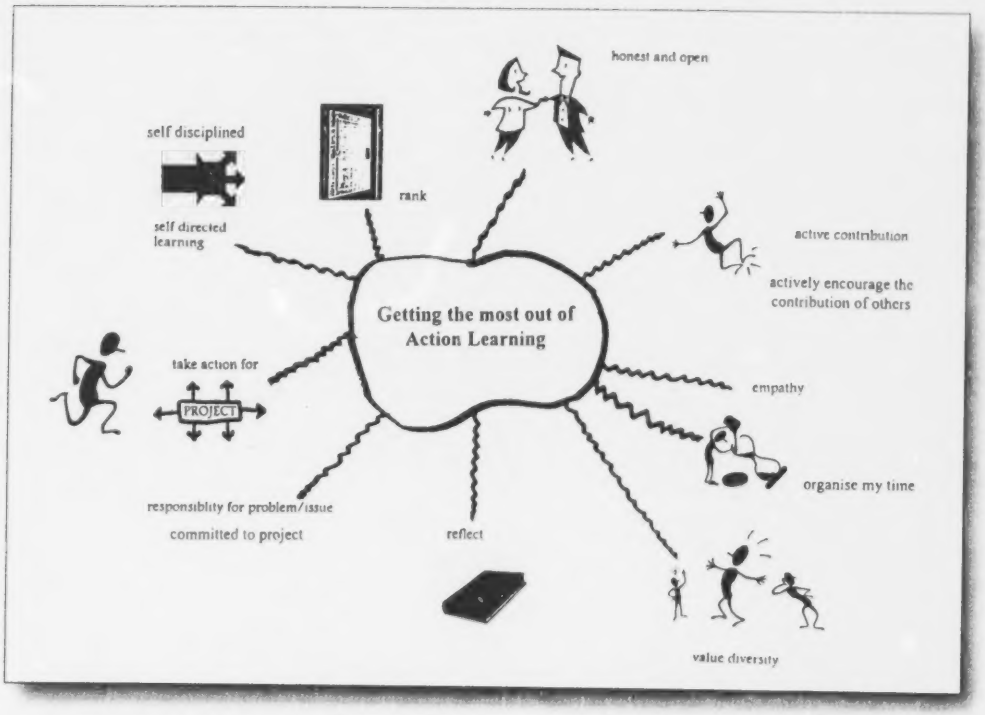
Graphics are useful for presenting complex ideas

Graphics (in this case, an overhead transparency) can be used to integrate a variety of different issues and themes.



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Better networks

In the following comments, various members of Framing the Future project groups reflect on their attempts to build networks that support the National Training Framework:

'Following feedback from the Framing the Future evaluation questionnaire, and other discussions, we have organised some preliminary meetings to develop a local association or infrastructure network of established training providers. One of the goals is to enhance perceptions of the training industry. Such as association could also function as a local review panel.'

'This activity was terrific. It was very timely for information and networking about training packages. Personally, I got a lot out of this, as well as feeling confident in passing on information to staff.'

'Mostly, we all work in isolation. That can lead to a parochial approach. So I found the action learning group really good!'

'We've established informal, but sustainable, network, resulting in five trainees being employed in the region, and two existing employees undertaking new training.'

'As a result of the Framing the Future project, links have been established between businesses across state borders. They have shared understanding of the issues that face rural industries, in trying to provide training opportunities for their work forces.'

6.6 Organisational and industry impacts

Ways the projects impact on the organisation

'The project has acted as a catalyst for change within the Department.'

'A lot of information from our project was shared with people who were not on the project.'

'People in other areas have heard of our project, and have put in their own submissions to support action learning.'

'One of the project team members was asked to run a session in Cross Cultural Awareness for another group of lecturers within the School.'

'After the project, one larger training organisation has introduced fortnightly in-service sessions regarding the application of the National Training Framework.'

Integrating a project with college plans and direction

'Our project is now built into management plans & structures. That is encouraged in my college. It comes through discussion about how your Framing the Future project fits in with what the college is trying to do. So there's a momentum & continuity that will keep going.'

Developing the skills of industry

Implementation of training packages often involving liaising with industry, to determine training needs, and to identify possible trainers and assessors. As part of this process, a number of Framing the Future projects arranged training and learning opportunities for industry representatives:

'Training in *The Safe Use of Perchlorethylene* is to be made available via the Melbourne Institute of Textiles in Warnambool. This will relieve local businesses of the need to send employees to Melbourne, ensuring that more employees per business gain access to the training. Recruiting for this training will involve expression of interest sent to each business, to be followed up by a flier to businesses if needed. Currently nine businesses are interested in training staff in this area.'

'Training needs in a range of functions across project enterprises have been identified and include drivers, managers and supervisors, point of sales staff and administrative staff. These training needs would be covered by: *The Laundry and Dry Cleaning Industry Training Package*; *Workplace Trainer Category One*; *Technology Training for Owners, Managers and Staff*; *Workplace Leadership or Team Leader Training*; and *Training for Drivers*; and the intermediate *Boiler Certificate*.'

'Industry experts are being identified from within the businesses, with a view to establishing a bank of "local experts" who are accessible for training in partnership with RTOs. The project group is planning to conduct *Workplace Trainer Category One*, and to establish a system of networking / professional development amongst the "experts" so that issues such as consistency of information, delivery styles and training focus can be explored.'

Impacts of project work

Many Framing the Future projects could identify specific, ongoing areas where they had had an impact. For example:

> 'The group decided to continue meeting, using the negotiated format, and set dates for the remainder of 1998. Location of meetings changed to suit the needs of the group.'

> 'Submissions have been written to the Office of Training and Further Education for funding to implement the Training Package in other areas.'

> 'The two RTOs most heavily involved with the project up to this point—South West Institute of TAFE, and Colac Adult Community Education—have made a commitment to liaise closely on the delivery of the Training Package in the various locations. Commitments have been gained from a number of businesses to begin implementing training or to continue to implement training in 1999.'

Ongoing developmental activities

A number of groups realised the value of continuing to meet after completion of their Framing the Future project, in order to develop additional skills, knowledge, and support mechanisms:

> 'The set proposes to meet with a facilitator 5 times during 1999, to continue investigation of these issues. Meetings of 3 hours to be held in weeks 3 and 6 of Term 1 and once a term for the remainder of the year (dates to be negotiated). It is felt by project members that continuing with the current facilitator will maintain the momentum they have reached. The facilitation hours necessary would be a minimum of 25 (15 hours for meetings and 10 hours for mentoring and administration).'

APPENDIX

Sample Project Descriptions

A

Appendix: Sample Project Descriptions

This Appendix provides examples of the areas of information one needs to supply in a full project application to Framing the Future. For each area, four examples are provided, drawn from recent applications.

These examples have been selected to illustrate a range of appropriate responses. However, it is important to emphasise that none should be considered 'best practice' or 'ideal' in some way. Instead, these applicants, like yourself, are attempting to find ways of describing their intended project that reflect their aims and particular circumstances.

What is the project's direct linkage to an endorsed and available Training Package?

The project directly links to ICA98 Information Technology – Client Support, as currently available and endorsed.

This project will link directly to the use of the endorsed Horticulture Training Package (RUH 98), the endorsed Viticulture component of the Food Processing Industry Training Package (FDF 98) and the endorsed Veterinary Nursing Training Package (RUV 98). The project will also link to the National Floristry Training Package, expected to be endorsed in a few weeks.

The project relates to CHC99 Community Services Training Package, Children's Services National Competency Standards. The project will investigate the on-the-job assessment components of the package, distinguishing between competencies which must include the presence of children and those that do not contain that requirement.

The project will facilitate the implementation of the Transport & Distribution Training Package. This will be achieved through the professional development of industry and TAFE staff to enable the facilitation of a training needs analysis for new and existing casual employees against the requirements of the Transport & Distribution Training Package.

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How does the project link to the organisations/state/territory/national strategic directions?

The project addresses three priority areas for West Coast College:

- Develop a learning culture
- Develop College capability to respond to delivery requirements of industry clients.
- Enhance and expand enterprise partnering models

The project addresses State priority areas

- Developing the skills of tomorrow's workforce – today
  - Promoting different training delivery models to meet diverse industry training needs
- Promoting learning for life
  - Promoting the value of a learning organisation to industry and encouraging industry to invest in training for their existing workforce

The project also addresses priority areas for ANTA

- Objective two – enhancing mobility in the labour market by ensuring the skills are nationally recognised
- Objective three – achieving equitable outcomes in vocational education and training

This NTU Project is directly linked to and supports:

The ANTA strategic directions as defined in 'A Bridge to the Future' and the 1999-2002 National VET Strategy requiring the implementation of Training Packages, User Choice and Flexible Delivery as three mechanisms to support training for all Australians.

- **The Northern Territory Employment and Training Authority (NTETA) strategic directions to promote implementation of ANTA and NT Government policy initiatives to promote training with a particular emphasis on industry and RTO collaboration, implementation of endorsed National Training Packages, and increasing access to flexible and open delivery of training to secure more skilled workers for the Territory.**
- **The Tourism Council of Australia (TCA), the Northern Territory Tourism Training Council (NTTTC) and Tourism Training NT recommendations to support and promote the implementation of the National Tourism and Hospitality Training Packages by all registered RTOs.**
- **The Northern Territory University's Strategic Direction for Education & Training, the University's VET Strategy, the Faculty of Business's Operational Plan and the School of Tourism and Hospitality's objective to implement the National Hospitality & Tourism Training Packages, increase the number of New Apprentices and Trainees participating in training programs, respond to the needs of the local industry and employers of Tourism and Hospitality enterprises, and promote flexible training relevant to current industry needs (time, mode and place of learning and assessment).**
- **The National Hospitality Training Package has already been implemented by NTU for all new participants enrolled in training from January 1999. National Tourism Training Packages will be implemented for all new enrolled students from June 1999.**
- **The project builds on skills already obtained by trainers through involvement in RPL and Workplace Trainer and Assessor courses undertaken as part of Staff Development initiatives funded by the School Tourism and Hospitality and the Northern Territory University, or as self-funded professional development activities.**

The project links with ACT government and CIT objectives in its pursuit of the stated goals in the Faculty's Strategic Directions 1997-1999. The Faculty of Communication and Community Services is committed to providing quality education that empowers students and staff by:

- Finding new ways of working to operate effectively in the changing VET/CIT environment
- Communicating effectively with our clients and responding to their needs
- Developing our partnerships – both internal and external
- Supporting and developing staff
- Continuing our commitment to social justice, and
- Managing our resources effectively and efficiently

CIT is committed to flexible delivery, workbased learning and assessment and to particularly forging links with local industry.

This project will support the CIT goals of Excellence in teaching and learning; building strategic links and partnerships; building a forward looking and innovative culture, and achieve communication excellence within the Institute. It will facilitate the use of the identified training packages in the Canberra region.

The Office of Training and Further Education has highlighted the uptake of Training Packages as an issue for them in 1999 and has commenced a process of negotiation with RTOs and other stakeholders. This project will fit well into this strategy.

What is the purpose of the intended project?

The purpose of the project is to provide a staff development opportunity for qualified Assessors to:

- Acquire knowledge and skill in planning, conducting and reviewing workplace assessments for individuals and industry enterprises in accordance with the endorsed components of the Administration and Assessor and Workplace Trainer Training Packages.
- Develop processes and procedures for providing assessment services for individual and organisational clients; and
- Develop a generic workplace assessment model for the College.

The purpose of the project is to develop a best-practice training needs analysis model for casual and part-time employees in the industry. The model will be developed and implemented through a strategic partnership between private enterprise and SMC TAFE, and will align to the Transport & Distribution Training Package.

It is expected that the outcomes of the project will be applicable to the wider transport and storage industry.

To familiarise training and industry staff with the new training package.

To develop a training and industry team that will facilitate on-the-job training for Childcare Studies students. The team will identify the most productive methods of providing training involving a) access to children and b) access to a simulated environment to achieve the appropriate Childcare competencies Levels 2–6.

To establish an on-the-job assessment model that could be replicated in other training contexts and locations.

To clarify the characteristics of the assessment model which will incorporate 1) a simulated environment and 2) assessments involving children.

To clarify the roles of teachers and industry representatives in assessment processes in the new Childcare Training Package environment.

To prepare staff for implementation of the new Training Package for January 2000.

Issues identified for attention in the project include:

- **The transition from a module based curriculum model to a competency assessment model that complements industry partnerships.**
- **Formation of training partnerships with industry and employers. It can be expected that employers will play a much greater role in training.**
- **Assessment procedures, techniques and tools including use of journals and record books.**
- **Relationships with external assessment-only providers.**
- **Modification and development of existing resources to fit the new arrangements.**
- **Flexible delivery including online delivery.**
- **Provision of Workplace Assessor training.**
- **Developing project-based activities to be used in workplaces.**

In developing this list it is acknowledged that Action Learning Sets should identify their own issues, but from the meetings conducted during the process of writing this proposal these are already identified by staff.

What will result from the project (outcomes/products)?

Project participants will:

- Gain skills, knowledge and attitudes to assist them in applying the best strategies and techniques required for customising content of learning to suit local conditions and requirements.
- Develop strategies to apply when completing assessment of competencies in the workplace that respect and value difference of participants, local conditions and enterprise concerns.
- Develop guidelines and checklists to support the delivery of workplace training and assessment of Hospitality & Tourism training that realise essential development of skilled workers for small to medium sized tourism and hospitality enterprises located in regional and remote locations throughout the NT.

A transportable training model for Childcare Studies Levels 2-6 will be developed. The model will identify assessments that can be completed on-the-job and those that can be conducted in a simulated environment.

A cohesive team will be established amongst training, community and industry partners.

A method of cross-sectoral problem solving will be established and that can be used on future occasions.

A learning logbook will have been developed and it will record the progress of learning of the participants over the twelve weeks of the project.

- **Enhanced understanding of issues, difficulties and solutions associated with implementation of Training Packages and particularly the interface between delivery of underpinning skills and knowledge and workplace delivery and assessment.**
- **Enhanced understanding of the impact changes in training methods will have on the needs for publicity, employer advice and flexible delivery methods.**
- **Stronger links and partnerships between CIT staff and Industry.**
- **An examination of the interdependence in delivery of training packages that share competencies.**
- **The establishment of a database to list the availability of non endorsed components to support the delivery of the Horticulture Training Package. It is hoped this could provide a model for databases to support other training packages.**
- **Development of working models to manage the interface between delivery of underpinning skills and knowledge and work place delivery and assessment.**
- **Development of models to enhance publicity, advice to employers, and appropriate flexible delivery methods.**

Staff who are experienced in planning, conducting and reviewing workplace assessments.

- Staff who are experienced in implementing Training Package components.
- Documented policies, processes and procedures to support workplace assessment services.
- A generic workplace assessment model for consideration by the College Corporate Executive and other Business Units within the College.
- Recommendations for staff development activities relating to provision of workplace assessment services; and
- Staff experienced and skilled in self-directed workbased learning.

How will you use workbased learning methodologies for staff development throughout the project?

Participants will:

- Meet together face-to-face and via teleconference to identify and discuss issues, concerns and benefits as recognised through site visits.
- Develop a project plan and an action plan for undertaking the workbased learning project to achieve the desired outcomes of the project.
- Develop preliminary strategies that support flexible approaches to workplace delivery and assessment of THH 97, THT 98 training to students in regional and remote NT locations.
- Undertake group visits to various T & H enterprise sites in Katherine, Tennant Creek and Alice Springs to evaluate local conditions and formulate strategies (group input) to effect locally delivered, cost effective T & H training and assessment.
- Prepare a summary of findings of participant observations and evaluations.
- Develop a report to assist RTOs (in the Northern Territory and nationally), ITABs and trainers to implement flexible workplace delivery and assessment of THH 97 and THT 98 that is cost effective but realises a standardised quality of delivery and assessment services for all clients.
- Prepare a report highlighting key benefits and concerns of trainers, employers and students that may impact on equitable provision of THH 97 and THT 98 to regional and remote clients.

The primary methodology used will be Action Learning. A facilitator will work with the participants as a single group working on the more generic aspects of workbased flexible learning. Outside of the group participants from the Communication and Media Department will work with those from Access Education and the relevant industries to focus specifically on identifying and developing workbased flexible strategies for Automotive and Construction communication/language and literacy competencies. Participants from the Human Services Department will work with the Community Services industry and with CIT's specialist consultant, Berwyn Clayton, on strategies and evaluation methods for their programs.

The groups will focus on using on-line learning technology to support print or CD based learning materials in implementing workbased strategies for delivering Training Packages.

Acknowledging the self-directing nature of Action Learning Sets, it is anticipated that they would:

- **Examine issues associated with using workbased on-line and print-based learning strategies in Training Package implementation at a generic and specific level.**
- **Select appropriate strategies for their particular context.**
- **Identify their current areas of expertise, produce training plans and undertake development activities.**
- **Consider the effect of the development activities – possibly through pilot implementation.**
- **Evaluate progress, using reflections to continue the Action Learning cycle.**

The Action Learning Sets will identify development opportunities with a view to the future involvement of expert consultants as workshop presenters and mentors. The participation of these experts can involve the whole Faculty by inviting them to present at Faculty forums.

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Three Action Learning Sets will be established.

- An Action Learning Set will be established consisting of Office Administration and Technology staff, and an industry representative to develop policy, processes and procedures for providing a workplace assessment service for individuals and staff of industry enterprises requiring recognition of current competence in the clerical administrative area.
- To acquire the required knowledge and skills it is envisaged that members of the action learning set will also take part in an experiential learning activity in which they will plan, conduct and review workplace assessments conducted by them with College administration staff and in accordance with the endorsed components of the Administration Training Package.
- A second Action Learning Set will be established consisting of qualified assessors from the Refrigeration and Air Conditioning Technology Centre (a SEMC business unit) and an industry representative to develop policy, processes and procedures for providing a workplace assessment service for individuals and staff of industry enterprises requiring recognition of current competence as Workplace Assessors.
- To acquire the required knowledge and skills it is envisaged that members of the action learning set will also take part in an experiential learning activity in which they will plan, conduct and review workplace assessments conducted by them with College lecturing staff and in accordance with the endorsed components of the Assessor and Workplace Trainers Training Package.
- A third Action Learning Set will be established consisting of the members of the above two learning sets in which the knowledge and experience acquired from their involvement can be shared and a generic Workplace Assessment model developed.

The specific workbased learning methodologies which will be utilised are:

- Action Learning
- Experiential workbased learning activities
- Mentoring by staff experienced in the provision of a Workplace Assessment service.

The professional development methodologies to be used will incorporate the elements of workplace learning, action learning, action research, self-paced learning and problem-based learning.

An Action Learning Set will be formed, including 5 SMC TAFE participants, and 2 participants from industry. The set's activities will be facilitated/mentored by the Transport & Storage ITC. The facilitator will keep a logbook of the set's activities and learning.

The set will meet for one half day every week for twelve weeks for facilitated sessions. Additional out of session meetings will be held as required by the set participants.

During the first or second meeting of the set, an action plan will be formulated and submitted to Framing the Future. At the end of the project, a final report including an evaluation of the project, and the learning derived from it, will also be submitted.

6 What skills will be developed/acquired by the participants?

Participants will:

- Develop new skills and strategies to undertake work based delivery and workplace assessment in regional and remote locations through discussing, debating, discerning and reporting on issues and findings with peers, facilitators, industry and ITAB representatives, employers and local target population.
- Improve communication, negotiation and prioritisation skills through planning, organising and undertaking site visits as part of the workbased learning project.
- Prepare facilitators to apply these new skills thus enabling trainees greater flexibility in place, time and mode of delivery and assessment hence ensuring greater relevance and application of learning.

- Learn to clarify issues together.
- Learn to raise problems for discussion and solution.
- Learn a method of clarifying tasks and completing them on time and to a level, satisfactory to the group.
- Learning from each other a way of developing Childcare student assessment tasks which are meaningful within the childcare industry.

By the conclusion of the project, training, community and industry staff will have acquired a working awareness of the requirements of the Training Package.

- Flexible, holistic workplace assessment skills.
- Skills in Action Learning.
- Problem solving and team work skills.
- Liaison and consultation skills.
- Mentoring skills.
- Facilitation skills.
- Networking and relationship building skills.
- Project evaluation skills.
- Knowledge and understanding of the National Training Framework.

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Skills will be developed in two broad areas.

- In general, participants will develop skills that relate to the processes they will have been through. They will develop skills relating to action learning, group participation, and group directed learning. Additionally, the exposure of staff from different departments to each other, and to guest presenters, will lead to new understandings about learning issues.
- Specifically participants will develop skills that relate to the delivery of underpinning skills and knowledge and how this relates to the issues of flexible delivery manifested in workplace delivery and assessment. Participants will also develop skills that will allow an appropriate modification of their methods to deliver publicity relating to CIT programs within training packages and the associated contacts with employers.

7 How will you measure/evaluate the skills development/acquisition and/or learning that has occurred as a result of the project?

Outcomes of learning/skills development will be measured/evaluated initially through:

- Strategies and guidelines prepared by participants for use when implementing THH 97 and THT 98 training and assessment at remote sites.
- Personal recording of observations, highlighting any potential risks and benefits by each participant prior to group discussion of critical points, concerns and issues.
- Preparation of a written evaluation on the key workplace delivery and assessment issues, concerns, potential cost considerations raised during the site visits.
- Sharing evaluations and conclusions with peers in formal and informal group discussion sessions.

- Pre and posting testing of staff knowledge of the Childcare Training Package will be conducted.
- Evidence of progress towards successful implementation of the new Training Package will be gathered, based upon the learning logbook and actions that have been taken by participants, relating to the new Training Package.
- Staff demonstrating evidence of confidence in dealing with Training Package requirements will be noted in the learning logbook as part of participants' self-evaluation.

- Analysis of the Framing the Future Survey Questionnaire completed before commencement and on completion of the project.
- Collection of qualitative data, eg anecdotal evidence.
- Achievement or non-achievement of anticipated outcomes.
- Identification and reporting of unintended outcomes.

Attendance at Learning Set meetings.

Participants ongoing commitment to attending sessions, and monitoring of Learning Set activities. Maintenance of logs. Achievement of learning.

Development of strategic plans that deal with Training Package implementation issues.

Pre and post program questionnaires and analysis including knowledge of issues in implementation, including knowledge and understanding of the AQF, ARF and Training Packages.

A Project Report will be produced that documents the above.

How will you promote the project activities and outcomes within the organisation and beyond?

The outcomes will be:

- Discussed at staff meetings with other members of staff at each RTO involved in the project.
- Reported to the Pro Vice Chancellor (VET & I), and senior managers of each of the three organisations involved in the project.
- Reported via a briefing report submitted to the NTU Vocational Education and Training Board, Planning Board and Joint Teaching Learning Development Committee, Faculty of Business staff meetings.
- Presented as a report to the Tourism Training NT.
- Disseminated via a summary report and articles placed on the Framing the Future website, NTU intranet site and the PVC (VET & I) – Framing the Future Projects website.
- Disseminated through articles prepared for publication in NTETA Newsletter, NUT iNTUition, Tourism Training NT News Bulletin.
- Published as briefing articles and newsflash articles in relevant papers.
- Transferred to new staff through a mentoring program.
- Translated as new learning to new situations and training events by project participants.

Lunchtime seminars will be arranged to publicise the findings, developments, products and experiences generated by the project. Invitations would go to all CIT staff as well as to members of Industry (primarily Horticulture), local ITABs, school teachers, and the local training authority (OTAE).

Information will also be distributed in the CIT magazine CITYBeat. Information will also be shared with the National Horticulture Providers Network. (This group has listed an agenda item for it's meeting in May to share information on the first round of FTF projects, a copy of the agenda for this meeting is attached).

The Project Manager will ensure the distribution of information to this and other networks.

Information will be made available to the CIT Flexible Learning Committee for distribution to their network. One of that committee's members will be part of the action learning group.

- Regular updates about the project in the College's fortnightly staff newsletter, College Catch-Up.
- Website entry on the Framing the Future web page.
- Providing notification and progress reports about the project in metropolitan Childcare industry forum meetings.
- A short final report describing the process and recommendations of the group as these relating to implementing on-the-job assessments, based upon the Training Package.

Regular newsletters to all staff and management and through TAFE Tasmania Training Package Implementation Group networks.

Progress reports through the TAFE Tasmania HR newsletter.

Promotion through the ITAB networks.

Promotion to staff through the trial.

Through project links with TAFE Tasmania's state programs of Information Technology, Natural Resources and Metals and Engineering.

How will you make links between your project and previous/existing Framing the Future projects?

This project will build on the achievements of the previous CIT FtF project that involved Horticulture, Printing, Office Skills, and Hospitality staff. The direction for this project has been identified by the current participants in the present FtF project.

At the National Horticulture Providers Network meeting in Melbourne in May 1999 representatives from each state and territory will explain their current projects and their directions for the rest of 1999.

One of the first tasks of the project will be to source any previous FtF projects that could relate to this proposal. The facilitator for this proposed project has addressed a group of Tasmanian TAFE teachers recently in Launceston on implementation issues relating to the Horticultural Training Package. This meeting was part of their FtF project.

Use the Framing the Future Initiative Website and other published papers on the topic to identify if other similar projects have been carried out and if so, amend this project so that the research regarding 'assessment in the workplace' can be continued.

Links will be formed between the current Framing the Future projects being conducted within the College which address the implementation of the Retail, Administration and Hospitality Training Packages. As there are a number of issues and problems associated with the implementation of Training Packages the members of the action learning set for the implementation of the Administration Training Package considered that the issues associated with Workplace Assessment needed to be examined by a separate learning set but with close liaison and consultation between the two learning sets.

The proposed Assessor and Workplace Trainers learning set will need to interact with all Business Units throughout the College and can inform and be informed by the current and proposed Administration, Retail and Hospitality Framing the Future projects within the College.

It has been noted that a number of organisations are participating in Framing the Future projects which address the implementation of the Assessor and Workplace Trainers Training Package and workplace assessment in relation to the Administration Training Package. It is intended that contact be made with the Project Coordinators of the following First Round, 1999 Framing the Future projects with a view to liaison and consultation to obtain further insight, information and direction to achieve the proposal's stated outcomes.

Centre of Personal Education	FtF Project 48.5.1.1
Adelaide Institute of TAFE	" " 12.5.1.1
Swinburne University – TAFE Division	" " 85.7.1.1

Internally through ongoing communication with participants in previous FtF projects ie from Rob Ireland's project with Hospitality, Tourism and Business Services clusters.

Peter Dibbs' 1998 project with Workplace Assessors involved a number of staff in Information Technology as participants in staff development in Developing Assessment Tools. It is expected that there will be some participants in this project who will have been involved in last year's.

Externally we will establish links with other providers/organisations which have participated in previous FtF projects. Necessarily though, links with past projects are limited since the relevant Training Package has not long been fully operational.

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